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ABSTRACT

VISION 21 uses community and staff input and the most current thought on reform in education to create the schools Cleveland wants. The full implementation of its plans will result in a quality education for all the city's children. This document provides the framework within which VISION 21 was developed, the planning process used in its creation, and the implications of the plan for desegregation in Cleveland. The vision includes: (1) a comprehensive core that addresses the educational foundation for all students by outlining the steps required to "raise the floor"; (2) enhancements to this core designed primarily to provide equitable learning opportunities for African American students but benefiting all; and (3) parental choice, a new system of dramatically improved magnet schools, and other community school choices. To establish priorities to meet the most pressing needs first, six initiatives for change are identified and action steps for their implementation are spelled out. Appendixes describe the correlation of the plan with other reform initiatives, give models, and list work teams and coordinating committee members. Five charts illustrate the discussion. (SLD)

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An Action Plan For the 21st Century

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Approved by
Cleveland Board of Education
May 13, 1993

Agreed to by all
parties to *Reed vs. Rhodes*
July 21, 1993

Special thanks to the Cleveland Foundation and the Gund Foundation
for their assistance with the development and distribution of VISION 21.

VISION 21

If we simply place one or two isolated problems on the table and demand quick fixes for these... if we fail to envision where *we want to be and* what *we want to be in the 21st century, we will be doing our children a great injustice.*

— Dr. Sammie Campbell Parrish, Superintendent
Address to the Mayor's Forum on Education
October 26, 1992

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I. Preface

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CLEVELAND PUBLIC SCHOOLS

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July 1993

Message from the Superintendent...

On October 27, 1992 I invited the Cleveland community to embark upon a journey. There was no detailed road map but the destination was clear. That destination was a school district that provided a quality education and empowered its students to compete successfully in a rapidly changing world.

The mandate from the community was clear. The Cleveland City School District as it presently existed was unacceptable. Students were not performing in a manner that reflected their tremendous potential, and the district's focus was not on education.

I invited the community to join with me, the Board of Education, and the staff to dream. The challenge was to draw the blueprint for the kind of schools this community wants and deserves. You responded to that invitation in great numbers. You talked, you participated in discussions and debates, but most importantly you shared your dreams.

VISION 21 is your plan for the schools of the 21st century. It represents the best thinking of participants from every part of our city — students, parents, teachers, administrators, community members, and corporate and political leaders. Each of 26 work teams examined one aspect of the educational process by describing the current state of affairs, creating a vision of where the District should be, and designing a plan for bridging the gap between reality and the dream.

The Cleveland community has reason to be proud of this plan, which we unveiled on May 1st. It is thorough and comprehensive, and sets the district's agenda for many years to come. And now we also have reason to be proud of the accord reached by all parties to *Reed v. Rhodes* and endorsed by U.S. District Court. This agreement is unprecedented in the Cleveland school desegregation case. In reaching agreement to implement VISION 21, we have all pledged to put our children first. Now we need far-reaching support for the implementation of VISION 21, a lot of hard work, and enough patience to give the changes you have proposed a chance to produce results.

Sincerely,

Sammie Campbell Parrish

Sammie Campbell Parrish
Superintendent

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SAMMIE CAMPBELL PARRISH, Ed.D.
Superintendent

July 1993

Message from the Board President...

In November 1991 this Board of Education was elected on the belief that it could accomplish the reforms needed to return the Cleveland City School District to a position of excellence. We were guided by the concerns of the community as expressed both directly by citizens and grass roots organizations and through forums such as the Mayor's Summit on Education.

Since taking office in 1991, the Board has accomplished a number of items on its reform agenda. This Board has approved significant reductions in administrative and noninstructional personnel. A newly appointed general counsel has fundamentally changed the strategy in approaching the District's federal court desegregation obligations from a posture of litigation to one of negotiation. We have employed a new treasurer who has drawn a blueprint for restoring sound fiscal management to our system through a Financial Stability and Recovery Plan. Perhaps most importantly, the Board has employed a new superintendent, Dr. Sammie Campbell Parrish, who has demonstrated a clear commitment to educational reform and a determination to put the needs of Cleveland's children first.

In the year since her arrival, the Board has supported Dr. Parrish as she streamlined and reorganized the top levels of the administration to reflect a greater emphasis on the educational and instructional side of district operations. More importantly, however, this Board has not wavered in its commitment to Dr. Parrish as she challenged the entire city to believe in the genius of its children and their ability to achieve at high levels. Now, working closely with the Board, her staff and representatives from throughout the city, she has delivered an aggressive response to the community's mandate for a comprehensive education plan that will lead to improved student outcomes.

It is important to note that VISION 21 is not just Dr. Parrish's plan. Rather, it is Cleveland's plan for its schools. It reflects broad-based community involvement at every stage of its development. With the agreement of the parties to the desegregation case and endorsement by the court this month, it also represents commitment by all parties to *Reed v. Rhodes* to work together for the children of Cleveland.

This is truly an historic time for the Cleveland Public Schools — a time that will be remembered as one that gave this and future generations of our young people their first real chance for educational success. The City of Cleveland must rally behind VISION 21 and give the school district and our children the support they need and deserve.

Sincerely,

Lawrence A. Lumpkin
President, Board of Education

OVERVIEW

VISION 21 uses community and staff input and the most current thought on reform in education to create the schools Cleveland wants. Its full implementation will result in quality education for all of Cleveland's children.

This document provides you with the framework within which VISION 21 was developed, the planning process used in its creation, and the implications of the plan for desegregation in Cleveland (Section II, Creating the Schools Cleveland Wants).

Our VISION includes three components:

- a Comprehensive Core, created by work teams comprising the major stakeholders in the education process and addressing the educational foundation for all students by outlining steps required to "raise the floor";
- Enhancements to the Comprehensive Core, designed primarily to provide equitable learning opportunities for African-American students but benefitting all of our students by going beyond the core requirements;
- and Parental Choice, providing a dramatically improved magnet school program and a new system of community school choices.

A complete description of these three components is contained in Section III, A New Vision.

Although our plan is comprehensive, we realize that we cannot do everything at once. We must establish priorities so that we can begin immediately to address the most pressing needs of our students. To this end, we have identified six initiatives for change, along with the action steps required for their implementation. These initiatives and action steps are contained in Section IV, Where to Begin: Priorities for Change.

Throughout this document, we have attempted to incorporate current thinking about reform so that our VISION is research based, and so that it models successful strategies. In designing our initiatives, we have used the expertise of the stakeholders, including parents, staff, and various community members. Through this plan we seek to build an equity infrastructure in the district to ensure that all of our students have adequate opportunity to learn.

II. Creating the Schools Cleveland Wants

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II. A. Communities Have the Schools They Want

The Cleveland City School District has wrestled for some time with problems common to large, urban American school districts. Poor attendance, low standardized test scores, and high dropout rates are among the difficulties that challenge the district in its efforts to provide quality services to students. While this situation is not unique to Cleveland, the school district and the community it serves have come to believe that we must examine and restructure the entire system of public education.

On July 1, 1992 Dr. Sammie Campbell Parrish joined the district as superintendent. One of her early public statements was that "communities have the schools they want." Her challenge to Cleveland was to consider whether the schools we have now and the current levels of student performance were acceptable. If such conditions were not acceptable, then the district and the community must resolve to establish a school system of high standards and enhanced results — in short, we must *create* the schools Cleveland wants.

II. B. A Shared Vision

Vision without action is merely a dream.
Action without vision just passes the time.
Vision with action can change the world!
— Joel Arthur Barker, futurist

Successful school transformation must begin with a compelling and powerful school vision that provides a clear picture of where the organization wants to be at some specific time in the future. While there are many positive things occurring in the Cleveland schools of today, we now know that it is simply not enough to have a few really good schools and isolated examples of excellence. Our moral and legal obligation is to provide a system of schools that routinely work and work well for all of our students. In this way we will empower them to compete successfully and to live meaningful lives in our rapidly changing world.

The vision of the Cleveland Public Schools as a model of excellence in urban education is based on a common set of beliefs about children, the enterprise of education, and the role of community. Most important, of course, is our belief that all children can learn if provided the right opportunities. It is the district's responsibility to provide equitable schools and adequate in-school opportunities to learn.

Of equal importance is our belief that it is the obligation of family and community to guarantee each child the support he or she needs to successfully accomplish the academic demands set by the school. Such opportunities to learn and adequate community support are ever present in "learner-centered schools."

The Standards of Practice for Learner-Centered Schools which follow were developed by Linda Darling-Hammond, and published in July 1992 by the National Center for Restructuring Education, Schools, and Teaching (NCREST). These practices parallel closely what we believe about adequate opportunity to learn and its relationship to equitable and excellent student outcomes. By way of this plan, the school district and community express their commitment to the establishment of learner-centered schools and to the practices that are required to make them a reality.

Standards of Practice for Learner-Centered Schools[1]

Standards for Equitable Access

1. All students should have equitable access to the school funding necessary to fulfill standards of excellence.

2. All students should have access to well prepared, fully qualified teachers and other professional staff, whose knowledge of subject matter, pedagogy, curriculum, and assessment is grounded in deep understanding of how students grow, learn, and develop, and how their various learning styles, talents, and backgrounds may best be addressed and nurtured.

3. Students should have equitable access to the materials and equipment necessary for learning: safe, clean physical facilities; textbooks and instructional materials; libraries, computers, laboratories, and other resources for inquiry.

Standards for Professional Practice

4. Students should be treated with respect and dignity in an environment that stresses trust, decency, and a climate of unanxious expectation.

5. All students should be well known, as learners and individuals, to those who have responsibility for their development. Teaching and learning should be personalized to the maximum extent feasible.

6. All students should have access to a rich and challenging curriculum that fosters their critical thinking, creativity, and performance capabilities; addresses the many cultures and perspectives that are the basis of a pluralist society; develops their multiple intelligences and diverse talents; and encourages them to apply their learning in problem-solving situations, making connections among areas of study and between schoolwork and real world events.

7. All students should be taught in ways that are cognitively and developmentally appropriate, and in ways that acknowledge and respect their individual experiences, learning styles, and learning needs. Teachers should be able to use a wide array of multimodal teaching strategies, evaluate students' learning strengths and problems, and adapt their teaching to support student success.

8. Student access to curricular and co-curricular opportunities should be governed by the principals of inclusiveness and adaptiveness for maximum talent development, rather than exclusiveness for purposes of limiting enrollment or participation.

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[1] developed by Linda Darling-Hammond, and published in July 1992 by the National Center for Restructuring Education, Schools, and Teaching (NCREST)

9. School goals and expectations should be expressed in terms of desired social, personal, and academic learning outcomes and should be evaluated using assessment strategies that are appropriate and authentic measures of the goals being pursued. Assessment tools should provide instructionally useful indicators of individual student growth and performance. These measures, including samples of student work and projects, observations of student performance, evaluations of student learning characteristics, and exhibitions or examinations, should be culturally and developmentally sensitive and should permit students to demonstrate their capacities using diverse modes of expression and performance.

Standards for Accountable School Functioning

10. Schools' governance structures should provide for the vigorous involvement of teachers and other staff in collective decision making about school policies and programs. Shared decision-making mechanisms should also provide for the genuine involvement of parents in decisions concerning the opportunities afforded their own children as well as those concerning the school as a whole. Students should have ongoing opportunities for democratic participation in the school community.

11. Professional development opportunities, characterized by their close relation to the needs of the school and of individual staff, their continuity, and their integration into the ongoing work of the school, must be an integral part of school improvement efforts and professional evaluation strategies. The school should ensure that staff have regular opportunities for consultation, joint planning, collegial observation, and shared inquiry.

12. Schools must have regular occasions and means for eliciting input about the school's performance from parents, students, staff, and other members of the school community and for evaluating other information about school practices and their consequences for student learning and well-being.

II. C. The Action Planning Process

A powerful vision must be accompanied by a plan or road map to guide us and to tell us how to get from where we are to where we want to be. From beginning to full implementation, VISION 21 will move through four stages. In the **Input** stage, the district sought broad-based community input. The **Development** stage began with the writing of the draft plan and will continue with the approval of the plan and subsequent detailed planning in a variety of areas. The **Action** stage calls for implementation of the plan. And in the **Assessment and Accountability** stage we will measure our progress toward implementation, update the community on that progress, and make necessary adjustments to keep the district moving toward our goal.

Input

The first steps toward development of a comprehensive education action plan for the Cleveland City School District were taken in October 1992 when dream meetings were held across the district. Parents and members of the community were invited to brainstorming sessions where they were asked to dream about what they want for their children and to describe the schools Cleveland wants.

These meetings brought together 646 participants and helped identify people who might want to take part in further aspects of the process. The meetings were held at 15 community sites. Ideas collected at the dream meetings were shared with workers in the next phase, the work teams.

Work teams were convened in each of 26 areas determined crucial to an overall education plan. By identifying educational priorities for consideration, their input has enabled the development of VISION 21. The 26 final reports were submitted to a district coordinating committee, who crafted them into a draft plan.

A summary of the draft plan was first presented to the public on April 26, 1993 in a Town Hall Meeting presented live on Cleveland public television. A bank of telephones was staffed to answer questions and take comments from viewers. Community forum meetings were presented the same week at four district high schools. The debut, or "unveiling," of the working draft was at the third annual Cleveland Summit on Education, May 1, 1993.

Plan Development

Each work team report was thoroughly analyzed. Those goals, objectives, and action steps that were consistent with the vision, mission, and beliefs were incorporated into the comprehensive plan.

It is important to note that some recommendations made by individual work teams do not appear word for word in the plan. In some instances, recommendations were modified or eliminated due to inconsistencies that surfaced from team to team. Where similar recommendations appeared in several reports, an effort was made to place them in the most appropriate location in the plan or to address them as global issues in the narrative section. Finally, when work team recommendations were extremely costly and not backed by sufficient data or research to substantiate their inclusion, they, too, were modified or eliminated.

Action

The Board of Education approved the plan on May 13, 1993. U.S. District Court and all parties to *Reed v. Rhodes* reached agreement on the plan July 21, 1993. The formidable task of implementation is now before us. Not every priority identified for implementation will be set in place by September 1993, or even by September 1995.

VISION 21 is to be phased in over the next seven years, beginning in fall 1993. During that period, the plan should be viewed as a decision-making guide for the district. It is a formal acknowledgement of the educational priorities to be addressed as resources become available. Recommended actions that entail systemic change (i.e., changes in organizational thinking) will receive first priority. Those for which funding is not immediately available will guide decision making as alternative funding is sought.

Accountability

The district recognizes the need to be accountable to the public as we implement VISION 21. Mid-year and annual reviews of the plan will provide opportunities to note our successes, identify our weaknesses, and recommend necessary corrective actions. The assessment process will include participation by an advocacy and advisory group of community leaders and school district stakeholders.

A VISION 21 Advocacy and Advisory Council consisting of representation from all major stakeholders is currently being formed to champion the plan and to issue an annual report to the community regarding its implementation. At least two-thirds of this group will be made up of non-staff members to ensure as much objectivity as possible and to strengthen the accountability process.

During planning for the implementation phase, staff will refine and/or develop indicators that will serve to measure district performance as VISION 21 is implemented. The Advocacy and Advisory Council will provide input and assistance.

Reports submitted by the work teams will serve as a resource for identifying indicators in various areas. Districtwide indicators will reflect broader priorities.

Ultimately, the quality of education provided to the children of Cleveland must be judged by how well students perform (i.e., student outcomes). Nevertheless, over the next seven years as we implement VISION 21, we must also develop other types of indicators and benchmarks. These indicators will be used to assess our progress toward implementing the proposed reforms which will lead, over time, to improved outcomes. The indicators will be designed to reflect our progress toward implementing the Standards for Learner-Centered Schools and toward taking specific actions to provide greater opportunity to learn as identified by the 26 teams whose work was designed to strengthen the basic academic foundation. In addition to a lengthy list of traditional and non-traditional outcome indicators (e.g., test scores), indicators such as those listed below will be used:

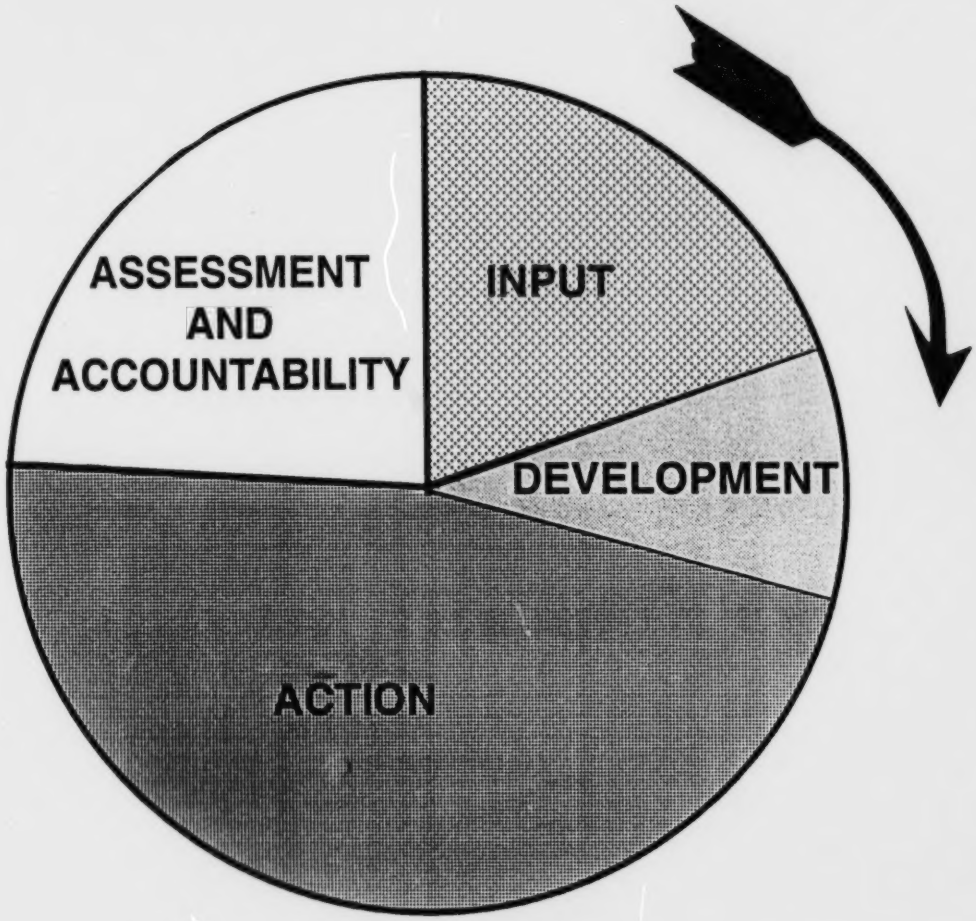
- commitment to the belief that all students can learn;
- use of higher standards for students;
- progress toward alternative student assessment;
- demonstration of research-based teaching strategies;
- organizational support for classroom teachers;
- perception of parents that they have high quality school choices for their children;
- satisfaction of the community with district progress in implementing VISION 21; and
- commitment of schools to learner-centered standards of practice that are likely to lead to improved student outcomes.

Data collection and analysis

Component managers appointed during the implementation phase will be responsible for collection and analysis of data. Assessment and Accountability Services will provide support in the design of data collection instruments and data analysis. The performance indicators will guide all assessment activities, with all future data to be compared to the baseline year 1992-93.

Assessment and Accountability Services will provide the VISION 21 Advocacy and Advisory Board with an objective annual assessment of indicators. The board can then use that assessment in issuing their annual report to the community.

STAGES OF THE PROCESS



1. INPUT = broad-based community input
2. DEVELOPMENT = writing and approval of the plan
3. ACTION = implementation
4. ASSESSMENT & ACCOUNTABILITY = annual updates and adjustments based on measurements of progress

II. D. VISION 21 and Quality Integrated Education as Required by *Reed v. Rhodes*

In the American culture, education is almost universally perceived as the gateway to a better life — a better life that more often than not is denied those who remain uneducated or undereducated. The consequences of failing to receive a high quality education today are so grave that many Americans believe education to be a fundamental right of full citizenship.

The recent history of public education in Cleveland has been a deeply troubled one. Notable in district history is the 1976 U.S. District Court decision that state and local defendants had intentionally segregated African-American students in the Cleveland Public Schools, thereby violating the U.S. Constitution. The plaintiffs in *Reed v. Rhodes* were 50,000 African-American students and their parents who had initiated the suit in 1973. The decision of the U.S. District Court (finding the school district and the state liable) was later affirmed by the U.S. Court of Appeals. On February 6, 1978, the U.S. District Court issued the Remedial Order, a plan to correct unconstitutional segregation in Cleveland's schools.

As a consequence of implementation of the Remedial Order, some significant changes and improvements have taken place in the Cleveland Public Schools. Nevertheless, as stated by Judge Frank J. Battisti in the court hearing of November 2, 1987, "the Remedial Orders...were not intended to produce equal access to mediocre schools." If indeed the court intended that Cleveland students be provided a high quality education so that they might achieve academic excellence, then this goal is yet to be realized.

There are many indicators that this high quality education is not yet a reality for the children of Cleveland. In 1991-92, for example, the overall district attendance rate was 84 percent, with ninth graders attending at a rate of only 69 percent. In that same year, the districtwide graduation rate was 36 percent, while eight percent of our students in grades 7 through 12 dropped out of school.

Current figures show that after the spring 1993 testing 18 percent of ninth graders had passed all four of the Ohio Ninth Grade Proficiency Tests mandated by the state as a graduation requirement for students graduating after September 15, 1993. Of students who were eleventh graders in spring 1993 and hoped to graduate in June 1994, only 46 percent had passed all four of these tests.

On the standardized California Achievement Test in reading, taken by students in grades 1 through 12, scores were generally lower in 1991-92 than in the previous year.

More than half of our seventh and eighth graders and more than 40 percent of our fourth, ninth, and tenth graders, scored below the 33rd percentile rank.

On the average, White students scored higher than African-American students on the spring 1992 administration of the Reading Comprehension subtest of the California Achievement Test at all grade levels except grades 1 and 11. Discrepancies in performance were most evident for students in grades 7 through 10.

Based on the indicators, as well as other overall performance data for the district, it is clear that our obligation remains to provide African-American students, and all Cleveland students, with a quality education in a desegregated school district. We believe a desegregated school district to be one in which every reasonable effort has been made and every reasonable action taken to avoid segregation and to promote integration as a desirable component of a quality education. Perhaps, however, desegregation in a 70 percent African-American school district is ripe for new definition and interpretation in 1993, especially in terms of how best to accomplish it.

During the status hearing on March 13, 1992, Judge Battisti challenged parties to the desegregation case by stating that "it is not the court but you who attend and operate the schools. Thus, it is you who must find and follow the best course." The new superintendent and board have embraced the charge to find the best course. They have taken their responsibility seriously and have brought a new vision to the concept of quality, integrated education. The superintendent, board, parents, staff, and community have designed a new and comprehensive plan for education (VISION 21). This plan is designed to ensure once and for all that *all* children, and especially African-American students, receive the quality education they deserve and to which they are entitled.

Central to this plan is the concept of opportunity to learn. We have observed time and time again that certain groups of students — for example, African-Americans, Hispanics, and children in poverty — perform poorly. Unquestionable evidence has been provided over a period of many years to dispel the notion that the performance of these students is due to some lack of ability or potential on their part. And so we look to the concept of opportunity to learn for explanation of their performance.

Opportunity to learn includes such factors as whether certain content is covered; whether the exposure is deep enough; whether teachers have an opportunity to keep up in their fields; whether exciting and engaging materials are on hand; whether students are taught what is tested; whether time allocated to learning is sufficient; whether the classroom climate is conducive to learning; whether students have opportunity to enroll in high-level courses; whether lessons are polished and well constructed; whether teachers have time to construct and polish lessons; whether the school district has organized and structured itself

and all its activities around the support of teaching and learning; whether parents are providing support; whether students have learned the relationship between their effort and their achievement; and whether students come in contact with adults every day who are sensitive to their needs, hold high expectations, and believe that they can learn.

With opportunity to learn at its center, VISION 21 includes three critical components.

VISION 21: Three Major Components

Comprehensive Core

The first component of this plan can best be described as the Comprehensive Core component. We contend that Cleveland's Comprehensive Core — the basic educational foundation provided to students — should provide all students with equitable opportunity to learn. It should be as solid as the educational program found in well regarded and effective school districts in which a majority of students are successful learners. This component is termed the Comprehensive Core because without this solid foundation, no number of added programs or additional enhancements will yield a quality education. This component represents higher standards — real opportunity to learn — for all students. The steps required to transform our current basic program into the Comprehensive Core we envision make up the greatest portion of VISION 21 and are outlined in the work team overviews which appear in section III. A.

Core Enhancement

Tragically, the history of public education in Cleveland and most other school districts is that African-Americans and economically disadvantaged subgroups have not benefitted sufficiently from basic programs, even when these programs have been generally effective for the mainstream population.

In his 1991 book *Savage Inequalities,* Jonathan Kozol contends that "denial of the means of competition is perhaps the single most consistent outcome of the education offered to poor children in the schools of our large cities." In Cleveland and elsewhere, this situation has reached a disastrous level, with large numbers of African-American and disadvantaged students exiting the public schools without a high school diploma. Still others leave with diplomas that mean very little, reflecting a level of literacy far less than that required to compete beyond the schoolhouse.

To ensure that African-American students in Cleveland realize the full benefit of these newly designed Comprehensive Core programs, VISION 21 includes a second

critical component developed specifically to ensure African-American students a quality education as measured by improved student outcomes over time. The school district now understands and accepts that in order to educate African-American children successfully and to the point of equitable outcomes, it must be willing and committed to providing enhancements which go far beyond the Comprehensive Core program. We have termed this portion of VISION 21 the Core Enhancement component.

While designed primarily for African-American students, the Core Enhancement component will benefit every student in the school district because it is based largely on the findings of the most solid educational research available. The remaining aspects of Core Enhancement reflect the thinking of the plaintiff representatives and other members of the plaintiff class as to what they believe their children need to be "well anchored" and in a position to benefit fully from a high quality Comprehensive Core program. Our challenge is to see to it that African-American students are not somehow sitting outside the education process as observers, but that they are active participants and learners functioning on the inside and at the center of that process.

Parental Choice: A Choice Between Quality and Quality

The third and final component of VISION 21 is the student assignment component. We call it Parental Choice: A Choice Between Quality and Quality. For far too long, the student assignment component and transportation routes have received the lion's share of the focus on public education in Cleveland. The student assignment aspect of VISION 21 contains significant changes and enhancements which are consistent first and foremost with the tenets of effective schools and quality education, but which also respond to the needs and concerns of the whole Cleveland community.

At the center of this component are dramatically improved magnet school programs and a new concept we call community model schools. At the elementary level, all non-magnet schools will be community model schools. This program will offer parents and students a choice between quality districtwide magnet programs and quality community model schools. Parents will be able to select from among a number of different community model schools in the region where they live.

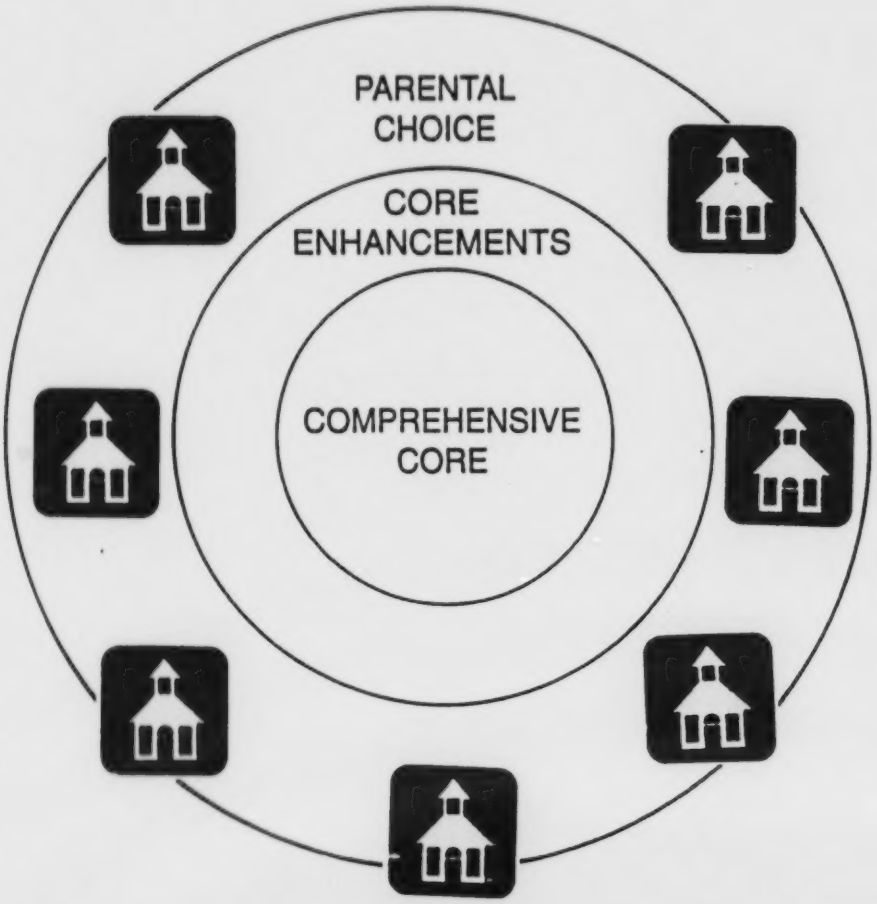
All community model schools will be designed around model instructional approaches with proven track records for improving student outcomes. For example, community schools will include the following:

- Comer schools;
- nongraded schools;

- mastery learning and outcome-based education models;
- models based on Gardner's work on multiple intelligences;
- African-centered/multicultural immersion programs;
- full-service community schools with family service centers;
- Parent/teacher co-op schools; and
- charter schools, which are other effective, research-based models proposed by the schools themselves and approved by the superintendent and board.

The community model schools are described in section III. C. of the plan.

III. A New Vision



III. A. The Comprehensive Core Program

The words "core" and "curriculum" are familiar terms to practically everyone who has ever been to school. The fact is, however, that these terms take on somewhat different meanings in the context of the 21st century school. The basic core for all students now includes everything from algebra to the arts and from physics to physical education. The term "curriculum" no longer refers to a static and inert body of knowledge to be passed on to students as they make their way down the curriculum assembly line. Instead, the comprehensive core curriculum as we now envision it is a body of material or content to be worked on by students and processed by students as the raw material of their learning. In other words, we see students as workers, creating and constructing meaning from the curriculum in such a way that they become empowered to use knowledge in solving the problems they face each day and the problems they will face in the world of tomorrow.

Comprehensive Core: Development

In October 1992 the superintendent identified planning areas that would be included in the Comprehensive Core. Work teams were convened in each of 26 areas determined crucial to an overall education plan. These teams, which would do most of the work toward development of the Comprehensive Core, had to balance the need for broad-based input with the need for technical expertise. Each work team included principals, teachers, central office staff, parents, and other community members, as well as experts in the various areas. Membership lists for all work teams are contained in Appendix C. Each team acknowledged that they were not beginning from "scratch." A curriculum was already in existence. The challenge was to "raise the floor and remove the ceiling," setting higher expectations for all.

Each team accepted the charge to examine the following questions:

- Where are we now? Are we satisfied with student performance and our performance in this area?
- Where do we want to be? What is our dream for this area? What is "state of the art" in this area, and what does research say about what works?
- How do we get there? What is our plan of action for this area?

Teams began meeting in December 1992 and continued through March 1993, when final reports were submitted to a district coordinating committee.

As they developed their ideas, the work teams had access to a variety of input:

- Youth Initiative Sessions, in which high school students responded to questions that had previously been posed in community meetings;
- The reports and recommendations of many previous studies;
- Idea Forums, in which individuals and organizations provided ideas and listened to progress reports; and
- the Community Relations Division, which received community comments and ideas throughout the planning process.

The following section, called Comprehensive Core, contains overviews representing the work of 25 work teams[1] . Each overview includes a vision statement, a list of barriers to **OPPORTUNITY TO LEARN**, and a prioritized list of recommended actions required to close the gap between current reality and our vision for each area.

OPPORTUNITY TO LEARN is the lens through which we must examine all parts of the Comprehensive Core. The educational process includes the steps of curriculum/program development, instructional delivery of the curriculum, and student assessment. Traditionally, districts have focused on the first and final steps in this process: curriculum/program development and student assessment. As a result of this narrowly focused analysis, district administrators generally have diagnosed educational achievement in terms of student deficiencies or program/curriculum deficiencies. Missing in this diagnosis is the second step in the educational process — the delivery of instruction. When the district fails to consider variations in students' **OPPORTUNITY TO LEARN** the subject matter, student differences (test scores) may be mistakenly attributed to program or student characteristics. Those differences may actually be in the match or mismatch between what is tested and what is taught.

The district must ensure that the learning potential of all students is realized; it must ensure equity of access to the curriculum for all students, regardless of race, ethnicity, gender, economic status, family background, physical or mental condition, or station in life. But how do we know that all students were instructed to the limits of their potential? How does the district know that this instruction was equitably delivered through high-quality teaching techniques and materials? In recent research studies, these questions have been addressed under the broad heading of **OPPORTUNITY TO LEARN**.

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[1] The content of the 26th work team report— Student Assignments/Facilities Utilization Study Group — forms the basis for the third part of the Comprehensive Education Plan — Parental Choice: A Choice Between Quality and Quality.

OPPORTUNITY TO LEARN can be defined as the provision of equitable access to the specific content and skills of the adopted curriculum for all students, with respect for individuality and with the adequate and timely delivery of high-quality instruction that is closely related to and delivered prior to assessment.

Research on **OPPORTUNITY TO LEARN** has established that academic performance, no matter what the students' backgrounds, can change with an improvement in the quality of instruction (e.g., changes in how time is spent in classrooms, how learning is organized, what curriculum materials are used, what attitudes are reinforced, how supportive the conditions for teaching and learning are).

In the work team overviews, five instructional components have been used to classify the barriers to students' **OPPORTUNITY TO LEARN**:

Content Coverage and Exposure: Do all students have access to the core curriculum? Is there overlap between curriculum content and test content? Do teachers have time to teach? Do students have time to learn?

Content Emphasis: Do all students receive instruction in both higher-level and lower-level thinking skills? Is the same curriculum content emphasized for all students? Does the teacher avoid tracking and the permanent placement of students into ability groups?

Quality of Instructional Delivery: Have all teachers been provided with opportunities for intellectual growth to expand their depth and scope of knowledge in the subject being taught? Do all teachers use varied teaching strategies to meet the educational needs of all students? Are all teachers sensitive to each student's culture and values? Are all lessons coherent and organized?

Students' Readiness to Learn: Do students have language proficiency relative to the subject matter? Have students attended preschool and kinder- garten programs? Do students and parents have a commitment to schooling?

School Environment and Climate Conducive to Learning: Does the school/district provide challenging courses? Are class sizes appropriate for high-quality instruction? Are appropriate, high-quality materials and equipment used in regular instruction?

The work team overviews on the following pages have been divided into four sections: Teaching and Learning; Parent Involvement; Safe and Friendly Schools; and Management, Structure, and Support.

Comprehensive Core:

Teaching and Learning

OPPORTUNITY TO LEARN/EQUITY

VISION STATEMENT

"When we observe time and time again that certain groups of students perform poorly...we have an obligation not just to note it, but also to determine why. Unquestionable evidence has been provided over a period of many years to dispel the notion that lackluster performance by these groups is due to some lack of ability or potential. Where else are we to look for explanation of their performance than to a concept such as opportunity to learn?" (Dr. Sammie Campbell Parrish) In the educational process, districts have traditionally focused on the first and final steps: curriculum and assessment. We envision that the Cleveland Public Schools will expand its focus to include the middle step: instruction. The district has institutionalized nondiscriminatory processes for curriculum development and assessment. Now we must ensure that the learning potential of all students is realized, that equity of access to the curriculum is guaranteed for all students, regardless of race, ethnicity, gender, economic status, family background, physical or mental condition, or station in life. How does the district know that instruction is being delivered equitably through high-quality instructional methods? We must open the classroom door and assess the quality and the quantity of instruction for every child, encouraging more collaboration among teachers and among teachers, administrators and supervisors.

OPPORTUNITY TO LEARN: BARRIERS

Content Coverage and Exposure:

- There is no monitoring system in place to assess the time on task and the curriculum content covered for all students.

Content Emphasis:

- There is no monitoring system in place to assess the curriculum content emphasized for all students.

Quality of Instructional Delivery:

- There is no monitoring system in place to assess the quality of instruction delivered to all students.

Students' Readiness to Learn:

- There is no monitoring system in place to assess all students' readiness to learn.

School Environment and Climate Conducive to Learning:

- There is no monitoring system in place to assess whether the school environment and climate are conducive to learning in all schools for all students.

INCREASING OPPORTUNITY TO LEARN: ACTION STEPS

First Steps

- Provide staff training and frequent consultation to ensure that all students have access to the core curriculum and that all objectives are taught.
- Provide staff training and frequent consultation to ensure that there is adequate, timely instruction of specific content and skills prior to assessment.
- Provide teachers with adequate time for instruction, and monitor to ensure that all teachers allow all students adequate time for instruction.
- Provide staff training and consultation to ensure that adequate time is spent teaching specific curriculum components.
- Provide efficacy training for staff to ensure that all teachers have high expectations for students' capacity to learn.
- Provide staff training and consultation to ensure that the same content is emphasized and that higher- and lower-order skills are included in instruction.
- Provide staff training and monitoring to ensure that all teachers emphasize the topics included in the adopted district curriculum and that all teachers know the core content subject matter thoroughly.
- Provide staff training and consultation to ensure that all teachers use appropriate and varied teaching, intervention, and assessment strategies, including the construction of teacher-made tests.
- Provide monitoring and follow-up programs to ensure that all students have language proficiency appropriate for their developmental stage.
- Monitor and follow up to ensure that the size of each class is appropriate for quality instruction.
- Monitor and follow up to ensure that all schools provide adequate instructional materials and equipment to support the curriculum.

Next Steps

- Explore the feasibility of curriculum audit teams made up of teachers, principals and supervisors to observe and give feedback on alignment of written, taught and tested curriculum.
- Provide access in all schools to challenging courses and elective choices.
- Develop and implement monitoring instruments and analyze the results of monitoring to determine the status of students' opportunity to learn in all schools.

Future Steps

- Develop resource guides in all core subjects, with specific strategies and techniques for delivering all curriculum objectives.

AFRICAN-CENTERED/MULTICULTURAL INFUSION

VISION STATEMENT

Dr. Wade G. Nobles, a national expert in African-centered curriculum, has stated the following: "Academic excellence cannot be achieved without cultural excellence! If truth and quality scholarship form the basis of what is taught and respected, then African American history and culture is unavoidable." We envision for the Cleveland Public Schools a true multicultural curriculum, which presents all cultural contributions as significant and legitimate. The vision is to graduate conscious, competent, and confident students, having a holistic world view of self and others.

OPPORTUNITY TO LEARN: BARRIERS

Content Coverage and Exposure:

- Teachers use district-adopted textbooks that do not adequately represent an Africentric world view.

Content Emphasis:

- The curriculum narrowly focuses on a Eurocentric perspective.

Quality of Instructional Delivery:

- Students have not had the benefit of being taught from true multicultural tenets/processes/content/strategies.

Students' Readiness to Learn:

- The most productive method of teaching students—placing his/her group within the center of the context of knowledge—is lacking from current practices.

School Environment and Climate Conducive to Learning:

- The current educational programs have sometimes led to low achievement levels for some students and possibly contributed to psychological and cultural dislocation for African-American children and other students of color.

AFRICAN-CENTERED/MULTICULTURAL INFUSION

INCREASING OPPORTUNITY TO LEARN: ACTION STEPS

First Steps

- Implement a five-year, phase-in plan for ensuring African-centered/multicultural infusion across the curriculum.
- Establish an evaluation procedure to monitor impact of programs on staff and student performance.
- Conduct African-centered/multicultural science and mathematics summer institutes in collaboration with local universities and colleges.
- Initiate procedures for the implementation of thematic African-centered/ multicultural immersion schools that give particular emphasis to encouraging students to pursue advanced mathematics and science studies.

Next Steps

- Establish an African-centered/multicultural strand within the Center for School Improvement, led by a consultant teacher with responsibility for providing leadership for the infusion process.
- Identify a national expert as lead consultant for the infusion process.
- Establish a linkage with all professional, organizational, development, and leadership training to ensure an ongoing infusion process.
- Institutionalize an African-centered/multicultural steering committee whose membership represents major stakeholders within the district and community.

Future Steps

- Develop an African-centered/multicultural media resource center with linkages to other district resource centers for staff and community.

EARLY CHILDHOOD

VISION STATEMENT

Educational experts and national organizations have proclaimed that there is no better investment than quality early childhood programs for the nation's children from birth to age eight. Early childhood education helps to build the solid foundation needed for all future learning by providing the tools, skills, and motivation children need for later school and life success. We envision an early childhood program that will positively affect students, parents, and staff. Students will be active learners who have a joy of learning and a sense of wonderment. They will become critical thinkers who are able to make appropriate choices and solve problems by generating and selecting appropriate options. They will respect their own uniqueness and the uniqueness and contributions of others in a multicultural society. Parents will assume their roles as their children's first and most important teachers. Staff will recognize each child's ability to learn in his/her own unique style and and will implement a multicultural curriculum. By the year 2000, we envision a dynamic and challenging early childhood program that promotes instructional continuity and provides for the individual needs of young children.

OPPORTUNITY TO LEARN: BARRIERS

Content Coverage and Exposure:

- Coordination and continuity between pre-kindergarten/kindergarten and the primary grades are almost nonexistent, providing little equity in the educational program for young children and their families.

Content Emphasis:

- The use of standardized tests during the primary grades results in fragmented, developmentally inappropriate curricula and expectations, and leads to increased failure rates.

Quality of Instructional Delivery:

- There is a general lack of inservice training for teachers and administrators in child growth and development and in the philosophy of developmentally appropriate practices.

Students' Readiness to Learn:

- Not all children have access to appropriate preschool services or to full-day, every-day kindergarten.

School Environment and Climate Conducive to Learning:

- The majority of students attending early childhood programs do not receive support services from support personnel needed to ensure a quality program.

EARLY CHILDHOOD

INCREASING OPPORTUNITY TO LEARN: ACTION STEPS

First Steps

- Reorganize all of the district's early childhood programs and services and coordinate them in order to promote program continuity, maximize services and funding, and ensure that developmentally appropriate practices are followed.
- Implement a multi-year plan to ensure that all district kindergarten students are enrolled in a developmentally appropriate full-day kindergarten program.
- Implement a dynamic and challenging, developmentally appropriate African-centered/multicultural curriculum that promotes instructional continuity and provides for the individual needs of children.
- Ensure access to appropriate nutrition and health evaluation and care, in addition to appropriate social service interventions.
- Provide training and on-site support for teachers so that they can efficiently and effectively implement a developmentally appropriate educational program.

Next Steps

- Supply early childhood teachers with a broad range of appropriate materials and supplies appropriate to developmental levels.
- Collaborate with community agencies to ensure that all children and parents have access to developmentally appropriate preschool experiences and services.
- Evaluate learning progress and performance through the use of curriculum-based assessment strategies that are congruent with developmentally appropriate instructional outcomes.
- Develop and implement a positive marketing plan for the district's early childhood programs

Future Steps

- Provide appropriate, well-equipped indoor and outdoor facilities for schools with early childhood programs.
- Obtain accreditation from a recognized accreditation agency for all district early childhood programming.

COMMUNICATION SKILLS

VISION STATEMENT

In this information age, communications have become more and more complex. Children and adults are called upon to make daily decisions based on a continual barrage of information—some reliable and some false. If we are to produce future citizens who can interpret this information and make decisions based on a logical thought process, we must make major changes in the way we deliver the reading, English/language arts curriculum in our schools. We must ensure that students learn to think critically about and weigh the consequences of their decisions. In order to foster the development of this critical thinking process, we envision that the reading, English/language arts curriculum will be delivered holistically — not on a skill-by-skill basis — and that evaluation will include authentic assessment instruments — not just multiple choice and matching tests. We envision that instructional delivery systems will be chosen on the basis of their proven success in helping students achieve curriculum objectives. We envision that students will work cooperatively on interdisciplinary projects that include assessment as part of the process. We envision that the reading, English/language arts classroom will be a time for enjoying reading and writing and for practicing and polishing the communication skills needed for future success.

OPPORTUNITY TO LEARN: BARRIERS

Content Coverage and Exposure:

- The reading, English/language arts curriculum is not yet aligned with the state's model language arts curriculum and the state's proficiency outcomes.

Content Emphasis:

- Many teachers are using skills-based instruction with emphasis on lower-order thinking skills, and the disciplines of reading, English, and language/arts are taught as separate subjects.

Quality of Instructional Delivery:

- Inadequate funding limits inservice training to infrequent, scattered presentations; there is limited attendance at training sessions outside the school day because such training is not required.
- There is a lack of follow-up to inservice training because of limited supervisory staff, and a lack of accountability from teachers for implementing techniques presented in inservice training sessions.

Students' Readiness to Learn:

- Students who do not complete full-day kindergarten enter the first grade with a deficit in reading achievement.

INCREASING OPPORTUNITY TO LEARN: ACTION STEPS

First Steps

- Analyze student outcomes by program/treatment and replace programs that do not show effective results (e.g., reading/Think).
- Implement early reading approaches that prevent early reading failure.
- Develop and implement a language arts curriculum that is patterned after the state's model.
- Disseminate to teachers a correlation between the subject objectives in the curriculum and the learning outcomes in the state's proficiency program in reading and English composition .
- Continue to implement the Read React Respond Program in the 29 pilot schools.
- Continue to provide inservice training to help teachers implement an integrated, process approach to English composition and to support holistic assessment in English composition.
- Develop and implement a profile card for each student (K-12) that provides a continuous record of reading and language performance throughout the school career.
- Develop a monitoring process to ensure that profile cards are accurate and up to date.
- Develop resource guides for teachers of reading, English/language arts that provide teachers with holistic instructional strategies for ensuring that all students master the curriculum objectives.
- Provide inservice training for teachers of reading, English/language arts that will prepare them to deliver the curriculum holistically and to implement a multifactored assessment program in their classrooms.
- Infuse Africentric/multicultural curriculum elements into the reading, English/ language arts program.

Next Steps

- Develop authentic assessment guides for teachers of reading, English/language arts that provide alternative types of assessment for the curriculum objectives and provide suggestions for managing a mutifactored assessment program in the classroom.
- Collaborate with area universities to develop teacher training programs that incorporate interactive reading/writing strategies.

Future Steps

- Implement multiple methods of assessing students' performance in reading, English/language arts.

MATHEMATICS

VISION STATEMENT

In recent years, the explosion of modern technology has caused a tremendous increase and change in the mathematical needs of our society. It is critical, therefore, that the curriculum, instruction, and assessment of mathematics be focused on the development of proficiency in applying mathematics to everyday situations. We envision a curriculum that includes the integration of technology and emphasizes conceptual understanding, problem-solving, multiple representations and connections, and mathematical modeling, a curriculum that incorporates an African-centered/multicultural perspective that recognizes the contributions of all cultures and the use of mathematics in those cultures. We envision instruction that uses research-tested instructional strategies to enhance the teaching and learning of mathematics in our schools, instruction that seeks to empower students by using a student-centered focus. We envision a shift in the uses and tools of assessment, with the goal of measuring students' progress in achieving curriculum goals, providing information for making instructional decisions, and helping students see and understand their own progress. Future mathematics classrooms in the Cleveland Public Schools will come alive, with students engaged in "doing" mathematics in a "mathematical community" where, in addition to providing direct instruction, the teacher also acts as a mentor or coach, fostering mathematical reasoning and communication, and emphasizing conjecture, invention, and problem solving.

OPPORTUNITY TO LEARN: BARRIERS

Content Coverage and Exposure:

- Algebra, geometry, data analysis, and probability are often overlooked, considered as enrichment or topics suitable for study by a select few.

Content Emphasis:

- Most assessments are survey tests, testing isolated, low-level procedural skills at the expense of conceptual understanding and problem solving.

Quality of Instructional Delivery:

- Teaching styles do not reflect the students' learning styles.
- Teachers rely heavily on textbooks and skills-based worksheets and tend to assign independent work rather than teacher-directed cooperative projects.

School Environment and Climate Conducive to Learning:

- Students seldom discuss, write, or use manipulatives or technology in their mathematics classrooms.

MATHEMATICS

INCREASING OPPORTUNITY TO LEARN: ACTION STEPS

First Steps

- Develop a new mathematics curriculum for all students that is aligned with both the national mathematics standards and the Ohio Model Mathematics Program.
- Revise district mathematics graduation and core course requirements to match the graduation guidelines established in the Ohio Model Mathematics Program.
- Implement information sessions for parents and community representatives to introduce them to the changes in the district's mathematics program.
- Provide all students with new editions of mathematics textbooks, mental mathematics and estimation materials, and mathematics manipulatives.
- Provide district mathematics teachers (K-12) with inservice training on the new mathematics curriculum, estimation materials, manipulatives, and calculators
- Collaborate with local colleges and universities to develop programs and projects that fuse the mathematics content and methods courses with the teaching experiences of practicing teachers and to develop a teacher-training program to provide a pool of teachers committed to teaching mathematics.
- Establish student outcome objectives in mathematics for improvement of scores on college entrance exams, improvement in report card grades, enrollment in higher level mathematics courses, improvement on the California Achievement Test and the Ohio Ninth Grade Proficiency Test, and a decline in the need for district students to enroll in remedial mathematics courses in college.

Next Steps

- Redesign the Mathematics Assistance Project to include grades 1-2 and 7-8.
- Provide all students with appropriate calculators.
- Develop and implement a system for monitoring implementation of the new mathematics curriculum.
- Develop systemwide interim and quarterly mathematics tests for all grade levels and for specific courses and establish portfolio assessment in grades 3-12.
- Modify collaborative-sponsored competitions and establish new competitions to be sure that all mathematics competitions are aligned with national standards.

Future Steps

- Increase the amount of time allocated for mathematics instruction (K-12).
- Provide all schools with modems to access the district's problem-solving bulletin board, accompanying materials, and appropriate inservice training.
- Install computer labs with integrated learning systems, software, and instructional management systems in schools, according to district financial abilities.

SCIENCE

VISION STATEMENT

Scientific thinking is a cornerstone of human thought and activity. It is a liberating art that promotes freedom in thought and action. Since science will be the basis for a majority of future jobs, science education in our schools must prepare all students to adapt successfully and flexibly to life's opportunities and problems. We envision the curriculum for science education in the Cleveland Public Schools as one which motivates students to inquire actively into questions that interest them. The curriculum will be viewed by teachers and learners as exciting, puzzling, fun, challenging, ever-changing, and worthy of their best efforts. Science education will be provided at each grade level and built on experiential, real-world, hands-on, inquiry-based activities. These activities will be developmentally appropriate and will encourage product-oriented teamwork. We envision a curriculum which focuses on what learners know and do and which respects and values learners' multiple intelligences, cultural identity, and continuous progress. Alternative assessments will be used to measure student progress, and alternatives to letter grades will be explored.

OPPORTUNITY TO LEARN: BARRIERS

Content Coverage and Exposure

- The science curriculum does not provide experiential, hands-on, real-world, developmental, inquiry-based activities for each grade level.
- Students do not have opportunities for science-related service in the school and the community.
- The graduation requirement for science is only one Carnegie unit.

Content Emphasis

- There is no districtwide assessment program for science.

Quality of Instructional Delivery:

- Teachers and administrators do not have sustained professional development opportunities to promote instructional and assessment practices for inquiry-based learning.

SCIENCE

INCREASING OPPORTUNITY TO LEARN: ACTION STEPS

First Steps

- Provide training to ensure that science teachers regularly use materials-based, hands-on inquiry instructional methods and cooperative learning.
- Organize middle schools to support interdisciplinary instruction.
- Establish student outcome objectives in science for increased enrollment in higher level courses and high numbers of students passing the Ohio Science Proficiency Test now being developed by the state.

Next Steps

- Develop an inservice training program in grant writing and assessment strategies for teachers.
- Require all high school students to complete at least three years of science.
- Involve teachers collectively and individually in the construction of classroom science assessments and a K-12 science portfolio.
- Develop a purchasing plan and an inventory control system for science materials, supplies, and equipment.

Future Steps

- Create a science professional development guidance service for all science teachers and interested administrators.
- Develop community internship opportunities for science teachers.
- Develop a K-12 Science Professionals as Classroom Researchers program.
- Evaluate the scheduling of classes in individual schools through the work of school-based teams, allowing schools to create new scheduling systems.
- Expand field experiences and student work experiences and volunteer opportunities as compelling extensions of classroom learning experiences.
- Allocate a portion of the School Community Council training to science and mathematics to assist parents to support student activities.
- Form a science advocates group comprising a cadre of parents and retired citizens to provide volunteer services and to support student science investigations in the schools.

SOCIAL STUDIES

VISION STATEMENT

Cleveland students must be prepared to take their places as contributing adults in the face of increasingly complex educational, societal, and economic challenges. It is critical that the social studies curriculum content, instructional methodology, and assessment instruments address these issues and provide students with the tools to face these challenges. We envision a curriculum that incorporates the best features of the evolving national social studies standards as well as the recommendations of the Ohio Council for the Social Studies and the requirements of the Ohio Department of Education. The current trends in social studies will be reflected in the curriculum and in the teaching and learning processes. The curriculum will integrate the social studies disciplines and will emphasize citizenship and global education — a world view based on interdependency. Multicultural curriculum content will go beyond the achievements of various peoples to include outcomes or behaviors such as the ability to confront gender, culture, and ethnicity issues; to interpret historical events in a multicultural context; and to work toward group cooperation and conflict resolution. Cooperative learning, use of technology, and other motivational interactive strategies will be used to actively engage students in the learning process. Assessment instruments and methods will match the expected outcomes and the curriculum being taught.

OPPORTUNITY TO LEARN: BARRIERS

Content Coverage and Exposure:

- The district's social studies curriculum provides few expressed linkages between social studies and other subject areas.
- Current district graduation requirements require only two units of social studies.
- The actual time allocated by elementary classroom teachers for social studies instruction is inadequate.

Quality of Instructional Delivery:

- There is no comprehensive, mandatory staff development program that addresses social studies curriculum and instruction.
- Staffing, materials, and supplies for social studies classes are generally inadequate (e.g., shortage of teachers for proficiency intevention in citizenship, out-of-date maps and globes).

SOCIAL STUDIES

INCREASING OPPORTUNITY TO LEARN: ACTION STEPS

First Steps

- Upgrade the social studies graduation requirements/standards to meet or exceed the recommendations of the Ohio Department of Education and the Ohio Council for Social Studies.
- Direct elementary schools to allocate adequate building-level instructional time for social studies.
- Revise the Social Studies Course of Study as necessary to ensure alignment with state and district initiatives.
- Provide ongoing professional development/inservice training opportunities for all elementary and secondary social studies teachers in areas such as citizenship proficiency testing, African-centered/multicultural infusion, cooperative learning, instructional technologies, assessment techniques and conceptual thematic approach to instruction.
- Provide essential staff and material resources to support effective building-level instruction in social studies.
- Provide curriculum materials to support citizenship proficiency testing at the elementary level.
- Implement a district-level diagnostic assessment program in social studies.
- Establish student outcome objectives in social studies for improvement on the Ohio Ninth Grade Proficiency Test, improvement in report card grades and increased enrollment in higher level social studies courses.
- Identify, prioritize, and use appropriate educational programs sponsored by outside agencies that support the district's curriculum and instructional priorities.

Next Steps

- Provide adequate funding and staffing required to provide basic service and teacher training for schools.
- Establish a permanent social studies teacher advisory committee to assist in guiding our district's social studies curriculum and instruction.
- Create student information pamphlets and conduct training for guidance counselors to increase student enrollment in high school social studies electives.

Future Steps

- Conduct an informational session (e.g., an open house) designed to facilitate student transition from intermediate to senior high school.
- Create a social studies/economics resource materials center to support social studies curriculum and instruction.

FOREIGN LANGUAGE

VISION STATEMENT

We believe that foreign language instruction should be available to all students beginning as early as possible in the primary years. Foreign language instruction is critical if students are to learn to appreciate other peoples and cultures. We envision a program in which some students will begin language study in kindergarten, with qualified and motivated students continuing this study throughout their years in school. These students will eventually study at least half of their other subject matter in the target language. All students — including vocational, language disabled, and other students commonly excluded from traditional foreign language programs — will be eligible to participate in foreign language study. The foreign language program will be proactive in utilizing the community's resources as enrichment opportunities in the foreign language learning process. The community will increase its understanding of the value of foreign language in the conprehensive core curriculum and will provide the support required to implement successful programs.

OPPORTUNITY TO LEARN: BARRIERS

Content Coverage and Exposure:

- Only Spanish and French instruction are offered with any consistency throughout the district at the high school level.
- At the elementary level, there is no foreign language instruction except French for Major Work students.

Quality of Instructional Delivery:

- Foreign language skills are taught in segmented fashion, without relationship to a larger learning schema.
- Because of a lack of recent professional development and/or no study abroad in their language, many foreign language teachers utilize limited language learning approaches.

School Environment and Climate Conducive to Learning:

- Adequate classroom space and resources for teaching foreign language are lacking.

FOREIGN LANGUAGE

INCREASING OPPORTUNITY TO LEARN: ACTION STEPS

First Steps

- Revise the foreign language course of study and develop a resource guide to actively support the State of Ohio's secondary level reading and writing proficiency expectations.

- Identify activities specifically designed to educate the parents and generate public awareness about the need for foreign language instruction in elementary, middle, and high schools.

Next Steps

- Conduct a needs assessment to determine the need for additional instructional materials, including basal texts to more effectively support the foreign language course of study.

- Provide ongoing professional development and training for foreign language teachers.

- Assess the feasibility of the implementation of foreign language magnet schools, as proposed in the new magnet school plan.

Future Steps

- Consider the feasibility of an elementary foreign language program as support for foreign language instruction increases over the next several years.

FINE ARTS

VISION STATEMENT

The arts play an integral role in civilizing a society and its members. When introduced early in children's lives, the arts help demonstrate their capability to communicate ideas and feelings; to analyze data through analogy and illustration; to accept compromise, ambiguity, and differences as positive human traits; and to construct ethical standards of judgment and action. Through the arts, children can begin to comment on the human condition and to understand themselves as well as understand the complexity of human nature and the multicultural nature of our global society. We envision a fine arts program that guarantees all students experiences in dance, drama/theatre, music, and visual arts as part of the comprehensive core curriculum. We envision a program in which all students develop an awareness and an understanding of the rich arts opportunities unique to the Cleveland community. We envision the expanded participation of parents and the community in the arts program as they support the development of students through a variety of home, school, and community experiences with the arts.

OPPORTUNITY TO LEARN: BARRIERS

Content Coverage and Exposure:

- Fine arts are not accessible to all students at all grade levels.
- Music and visual arts instruction is generally not aligned with the curriculum objectives.

Quality of Instructional Delivery:

- Materials, equipment, tools, and musical instruments are inadequate.

School Environment and Climate Conducive to Learning:

- There is not equal access for all students at all grade levels to arts and cultural institutions.
- The Fine Arts Office does not have knowledge of or control over school participation in arts and cultural programs provided by external organizations, and some of these programs do not have intrinsic educational value.

FINE ARTS

INCREASING OPPORTUNITY TO LEARN: ACTION STEPS

First Steps

- Develop/revise courses of study to include aesthetic literacy, creative artistic intelligence, and an understanding of the role of the arts in society, and to ensure as well an African-centered/multicultural perspective.
- Train arts specialists to deliver the new arts curriculum.
- Implement districtwide activities that support the arts curriculum and provide students with opportunities to exhibit or perform.
- Provide regularly scheduled, multicultural, enrichment activities for artistically talented students and students who show an interest in the arts.
- Develop and implement an authentic assessment program to assess students' attainment of competencies and understanding.
- Expand students' access to cultural opportunities within the community.
- Provide parents and community members with information about the district's fine arts curriculum, programs, and activities.
- Collaborate with community agencies to establish arts programs at selected sites.
- Develop districtwide learner outcomes in the arts so that student progress can be assessed at regular intervals.
- Involve the Fine Arts Office in the initial interviews of applicants for fine arts teaching positions.

Next Steps

- Provide students with access to appropriate and adequate fine arts tools, materials, musical instruments, and equipment.
- Collaborate with content area offices to develop African-centered/multicultural thematic units.
- Establish centralized guidelines for participation in arts programs proposed by external cultural institutions and organizations.

Future Steps

- Provide students with learning experiences that explore the arts through technology (e.g., computers, electronic media).
- Provide students at all grade levels with equal access to high-quality fine arts classes, both in music and in visual arts, including regularly scheduled experiences/classes in dance, drama/theatre, and instrumental music.
- Implement a program for artistically talented eleventh grade students that includes the development of a portfolio representative of their artistic efforts.

HEALTH/PHYSICAL EDUCATION

VISION STATEMENT

A quality health/physical education program encompasses instruction in the physical, emotional, and social dimensions of the human experience. We envision just such a quality program in the Cleveland Public schools, with the full implementation of a comprehensive, developmental K-12 curriculum of daily health/physical education. These activities will take place in safe, well-maintained, state-of-the-art indoor facilities and outdoor facilities, with an abundance of appropriate equipment, supplies, and technological support. We envision our students achieving and being evaluated and graded on their attainment of worthy psychomotor, cognitive, and affective outcomes related to movement, sport and wellness. We further envision knowledgeable and caring health/physical education teachers who share in the planning and administration of their programs and the total school curriculum. These staff will have ample opportunity to plan together to make decisions and share ideas, techniques, and information. Instruction will make use of the latest in technology, based on models of individualization, cooperative learning, and inclusion.

OPPORTUNITY TO LEARN: BARRIERS

Content Coverage and Exposure:

- A lack of collaboration and cooperation among district departments and external agencies results in fragmentation of the presentation of the health/ physical education program.

Content Emphasis:

- There is a lack of accountability for the mastery of the health/physical education curriculum objectives.

Quality of Instructional Delivery:

- Class sizes are very large, and teacher class loads are very heavy.

School Environment and Climate Conducive to Learning:

- Teachers generally do not view health and physical education as critical content areas.

- Facilities and equipment districtwide are in need of maintenance and updating, with some posing safety and health problems.

HEALTH/PHYSICAL EDUCATION

INCREASING OPPORTUNITY TO LEARN: ACTION STEPS

First Steps

- Guarantee a comprehensive, developmental K-12 curriculum of health/ physical education.
- Implement activities designed to inform students, parents, teachers and administrators of the value of life-long physical activity and wellness.
- Ensure that health, physical education, and extracurricular interventions are taught whenever feasible in an interdisciplinary manner across the curriculum.
- Ensure that practices throughout the district concerning student health issues continually identify and eliminate barriers that impact communication and collaboration between parents, staff, and the community.

Next Steps

- Ensure that class sizes and teacher class loads are in compliance with standards established by the State of Ohio and the North Central Association.
- Link health and physical education with learning by integrating school and community resources.
- Establish student outcome objectives in health/physical education which emphasize affective, cognitive, and psycho-motor dimensions.

Future Steps

- Use instructional techniques based on models of individualization, cooperative learning, and the inclusion of students of all abilities and races, and both genders.
- Increase the use of students as a resource in the comprehensive health/ physical education program.
- Ensure that grading and evaluation practices rate students on their achievement of worthy psychomotor, cognitive, and affective outcomes relating to movement, sport, and wellness.
- Provide staff training that promotes the adoption of healthy life styles by staff and students.

VOCATIONAL/CAREER EDUCATION

VISION STATEMENT

These are challenging times. Millions of Americans at all levels of the work force are losing their jobs as the country's industries readjust to the new economic realities of a post-Cold War global economy. Our vocational/career education programs must be responsive to these changes, and prepare our students for productive employment. We envision our programs producing students who are academically literate, vocationally competent, and having the awareness to make successful decisions concerning employment and continuing education. As highly productive employees, our graduates will enable employers to compete and profit in the marketplace. Through a collaboration of educators and leaders in business and industry, standards will be developed on which students can build further learning or training. We envision competency-based education as a key component of vocational/career education, providing teachers, students, and business and industry with standards that can be reinforced. We also envision a team effort among vocational and academic teachers which will provide the students with opportunities to apply academic knowledge and skills in a variety of work experience settings, as well as classroom settings.

OPPORTUNITY TO LEARN: BARRIERS

Quality of Instructional Delivery:

- There is an inadequate number of work-based learning sites and jobs in the Cleveland business community.
- There is no comprehensive staff development program based on assessment of teachers' interest and knowledge.

School Environment and Climate Conducive to Learning:

- There is no systematic marketing plan that promotes vocational and career education.
- Students generally do not have adequate access to information to make informed choices about enrollment in vocational and career education programs.
- Parents generally do not take an active role in their children's vocational and career education program.

VOCATIONAL/CAREER EDUCATION

INCREASING OPPORTUNITY TO LEARN: ACTION STEPS

First Steps

- Conduct during the next school year an outside evaluation of the district's overall vocational/career education program, utilizing the services of national experts on vocational/career education.
- Step up efforts in the area of applied academics to ensure that all vocational programs reinforce academic skills and vice versa.
- Expand and enhance the Tech Prep program of the Cleveland Public Schools.
- Develop and implement an individualized career planning process that will assist students in writing goals based on interest, monitoring progress in achieving career goals, and modifying goals to reflect changing interests.
- Re-establish and restructure the District Business Advisory Council in order to secure formal commitments from the Cleveland business community for an identified number of work-based learning sites and jobs.
- Establish ongoing Industry Standards Teams to investigate five growth industries and develop student exit outcomes that will ensure successful job placement and continuing education.

Next Steps

- Provide staff development appropriate to achieving vocational education goals, including a "customer service" training program.
- Develop, working with business and the city, strong apprenticeship programs for students entering the work force who have already demonstrated basic academic proficiencies.
- Based on the outside evaluator's report, reassess the vocational/career education delivery systems to ensure that they match student needs/choices with industry needs.
- Design a marketing plan, based on a revisited mission for vocational education, that promotes vocational/career education and the district in general.
- Increase parental involvement through such strategies as locating services closer to parents and providing information to parents and other stakeholders.

Future Steps

- Institutionalize a system that uses media on a periodic basis to enhance student achievement by publicizing Cleveland Public Schools success stories.
- Disseminate on a regular basis timely and user-friendly information to promote informed choices by students.

BILINGUAL AND MULTICULTURAL EDUCATION

VISION STATEMENT

This district, like other urban school districts, faces an increasing student population reflecting a wide spectrum of ethnic, cultural, and linguistic backgrounds. These students come to our schools not only with the need for quality multicultural education, but also with special programmatic needs due to limited English proficiency. We must reassess the current bilingual and multicultural program to determine how best to meet both of these needs. Bilingual students must have access to the same socially enabling body of knowledge and academic core curriculum as do English-speaking students so that they may achieve academic parity while becoming fluent in English. We envision a bilingual education program available to all students who want to attain proficiency in more than one language. The parents of bilingual students will be actively involved in their children's education because the district will keep open the lines of communication and will provide opportunities for meaningful involvement.

OPPORTUNITY TO LEARN: BARRIERS

Content Coverage and Exposure:

- The English Language Development course of study does not provide enough coverage of reading and writing skills to ensure alignment with district and state initiatives.

Students' Readiness to Learn:

- There are no standardized test data on the English proficiency skills of Lau A and B students because they do not participate in the districtwide testing program.

School Environment and Climate Conducive to Learning:

- There is a lack of trained teachers with appropriate bilingual and multicultural education and/or TESOL validation.
- There are not enough bilingual textbooks and supplemental materials in major subject areas.
- Parent training and assistance for non-English-speaking parents to access district services cannot be provided because of insufficient bilingual staff.

INCREASING OPPORTUNITY TO LEARN: ACTION STEPS

First Steps

- Reassess the bilingual and multicultural program in light of changing ethnic demographics in the Cleveland community.
- Revise the English Language Development instructional program to ensure alignment with district and state initiatives.
- Recruit and hire qualified bilingual/bicultural instructional and administrative staff in numbers that reflect the needs of the student population.
- Provide English Language Development instruction in magnet/vocational schools with significant LEP students.
- Administer a standardized English language proficiency test to Lau coded A and B students to measure listening, speaking, reading, and writing skills.

Next Steps

- Identify bilingual and multicultural textbooks for adoption that are compatible and correlated with the district's adopted series in major subject areas.
- Establish an instructional program designed to meet the specific needs of Limited English Proficiency (LEP) students in grades 6 to 12 with less than five years of age-appropriate formal education in their country of origin.
- Provide bilingual instructional services at geographically convenient sites for special education Lau-eligible students.
- Redesign the Spanish for Spanish Speakers and the Latin American Cultures courses to meet the needs of Lau secondary students.
- Provide parents of Lau-eligible students with supportive services and bilingual training to increase their participation at the school and district level.
- Consider the feasibility and advisability of departmentalization for secondary LEP students to attain maximum use of staff and resources.

Future Steps

- Develop a course of study for a multilingual course related to the African-centered/multicultural curriculum.
- Consider the feasibility of a bilingual development magnet program for children in kindergarten through grade three to enable English-speaking children to learn a new language and culture along with language-minority children.

REMEDIAL/CHAPTER 1

VISION STATEMENT

For 30 years, the federal government has provided funding to improve the quality of education provided to children identified as being in greatest need of educational support. Recent changes in the Chapter 1 guidelines encourage the decentralization of decision making in order to empower school-based administrators and teachers and to foster a greater sense of ownership and belief in the potential success of the program. The district will continue to foster this sense of empowerment and ownership. As Chapter 1 programs are decentralized, the district will continue to assess student outcomes to ensure the most effective delivery of remedial instruction. We envision a newly designed Chapter 1 program that gives more emphasis to prevention, enhances student success in the regular classroom, assists students in attaining grade-level proficiency, improves achievement in both basic and more advanced skills, and reduces pull-out programs by developing alternative instructional strategies while supporting district reform initiatives.

OPPORTUNITY TO LEARN: BARRIERS

Content Coverage and Exposure:

- Evaluation data suggest that current state-funded programs do not sufficiently impact on student achievement.

Quality of Instructional Delivery:

- Chapter 2 professional development funds, currently dispersed across individual projects, may be more effectively used through the Center for School Improvement to support district priorities.

School Environment and Climate Conducive to Learning:

- Long-term evaluations of alternative programs do not support attainment of the overall goal of improving attendance and impacting on the high dropout rate.

- Even though the district has implemented a decentralized organizational model, the number of persons with nonclassroom assignments is still too high.

- More coordination is needed between the Chapter 1 parent organization and other district parent organizations.

REMEDIAL/CHAPTER 1

INCREASING OPPORTUNITY TO LEARN: ACTION STEPS

First Steps

- Collaborate with the Center for School Improvement to coordinate Compensatory Education Program development, including interdisciplinary teams and extended-day programs.
- Survey all schools receiving Chapter 1 support as a part of the annual needs assessment process.
- Reorganize the Compensatory Education Division to reduce the number of nonschool-based personnel.
- Use the Center for School Improvement as the coordinating office for professional development activities in the district.
- Use student achievement data to make decisions about the continuation of compensatory programs in individual schools.
- Develop and implement a plan to coordinate Chapter 1 parent involvement activities with all other district parent organizations.

Next Steps

- Maintain the focus on professional development with Chapter 2 funds through the Center for School Improvement.
- Maintain funding for DPPF programs that prove to be educationally effective.
- Reallocate DPPF funds to implement proficiency programs, develop extended school-day programs, and expand remedial programs that have proven to be educationally successful (e.g., Reading Recovery), and increase approaches that prevent school failure.

Future Steps

- Support the other components of the comprehensive education plan in developing, implementing, and funding programs appropriate for the Compensatory Education Division.

SPECIAL EDUCATION

VISION STATEMENT

The purpose of special education is to address the needs of exceptional children, those with identified disabilities and those with unique gifts. Over the years, special education has had to reorganize to meet our society's changing educational demands. Greater numbers of medically fragile and multihandicapped children are now being provided educational services within our public schools. Orthopedically disabled children and hearing disabled children, who were once served solely at special schools, are now served in numerous settings throughout the district. A recent change has been the implementation of the inclusion concept. Under inclusion, more flexibility is allowed within the special education program and between special education and regular education. The district will implement various experimental models developed by the state. This concept supports the practice of educating children with disabilities alongside children without disabilities, to the maximum extent appropriate. We envision a special education program that results in reduced referrals through effective intervention; a wider variety of placement options; increased collaboration with community agencies; expansion of the curriculum to better address academic, social, behavioral, functional, and vocational needs; and the development of a full range of transition options. Transported students will arrive on time every day of the school year. Student records and Individualized Education Programs (IEP's) will be totally automated, unified, and centralized. Families will receive increased support to ensure that children with disabilities become independent and contributing citizens. All gifted children will be served by educational programs commensurate with their abilities.

OPPORTUNITY TO LEARN: BARRIERS

Content Coverage and Exposure:

- There is no adopted functional curriculum for multihandicapped or developmentally disabled students, and the regular curriculum does not address the needs of severe behavior handicapped and severe learning disabled students.

Quality of Instructional Delivery:

- Special education classes tend to be self-contained.
- There is no systematic staff development plan for special education teachers.

School Environment and Climate Conducive to Learning:

- Many special education students are transported by external transportation agencies, and these agencies have not been reliable.
- The assignment of students is often determined by classroom/building space rather than by student needs.

INCREASING OPPORTUNITY TO LEARN: ACTION STEPS

First Steps

- Develop functional, community-based curriculum components that include social skills, employability skills, and adaptive behavior skills.
- Require and support the use of intervention teams.
- Collaborate with community agencies and institutions to enhance the delivery of instruction (e.g., music and art therapy, occupational therapy, speech).
- Employ a special education transportation coordinator.
- Establish a hotline between the Transportation Department and the Special Education Division.
- Provide opportunities for parents to communicate with transportation providers.
- Review current school space allocations and improve the site selection process, considering student needs as well as school space concerns.
- Assess the delivery of special education services to all students.

Next Steps

- Consider consolidating the Special Education Division and Psychological Services Office.
- Provide inservice training for special education staff to ensure the effective delivery of services.
- Develop and implement training modules for transportation staff to promote staff awareness and skills in working with students with disabilities.
- Reduce the number of special education students served by external transportation agencies.
- Revise special education assignment patterns to reduce the length of time that students spend traveling to and from school.
- Ensure that all district facilities are in compliance with the accessibility requirements of the Americans with Disabilities Act (ADA).

Future Steps

- Provide a variety of placement options for all severe behavior handicapped (SBH), multihandicapped (MH), developmentally handicapped (DH), and severe learning disabled (SLD) students.
- Provide computer linkage between school staff and the Special Education Division, and purchase computer software for collecting and maintaining IEP data.
- Increase support services to parents of special education students.

STUDENT ASSESSMENT/TESTING

VISION STATEMENT

In this information age, educational assessment systems must gather information from a variety of sources, instead of relying solely on paper-and-pencil tests. We envision that future assessment in the Cleveland Public Schools will include electronically accessible assessment data that provides student profiles whenever needed, with access and retrieval of accurate and timely information, with the inclusion of authentic assessment instruments, and with use of data at the classroom level appropriate for matching instructional techniques to children's learning styles. By the 21st century, the district will be using multifaceted assessment systems for planning, intervention, and follow-up programs of students with special needs. Assessment tools that capture higher-order critical thinking and application skills will be used by classroom teachers. We envision the implementation of a coordinated information system that channels and manages the flow of various forms of assessment data so that decision making about students and programs is based on valid, timely, and reliable information.

OPPORTUNITY TO LEARN: BARRIERS

Content Coverage and Exposure:

- The current report card is not adequate to report student progress to parents and children.

Content Emphasis:

- The current citywide testing program does not include multifaceted, curriculum-based assessments and does not meet the needs of teachers and administrators for planning, diagnosis, and decision making.

- The district has no systematic means of assessing the effectiveness of alternative assessment models.

Quality of Instructional Delivery:

- There is no longitudinal database accessible to teachers and administrators.

- School staff have trouble understanding test reports sent to schools.

STUDENT ASSESSMENT/TESTING

INCREASING OPPORTUNITY TO LEARN: ACTION STEPS

First Steps

- Implement procedures to select norm-referenced standardized tests for reading, math, and language arts for implementation in the 1996-97 school year.
- Provide appropriate staff development to schools that are identified as "needing improvement" by the Ohio Department of Education, focusing on the construction, interpretation, and use of teacher-made tests; instructional methods to remedy areas of specific weaknesses identified through test results; methods of using flexible grouping for instructional purposes; and strategies for teaching reading, English/language arts and mathematics within specific subject areas.
- Explore the development of a curriculum-based report card that will include the following: progress on a quarterly basis, level of mastery of district/state learning outcomes, and continuous profile of skills and subskills (K-12).
- Develop a coordinated, systematic plan for sharing results of the Ohio Ninth Grade Proficiency Tests with parents and students and implement this plan in the 12 comprehensive high schools and the five magnet high schools.
- Develop an inservice and orientation package for parents on general test-taking preparation and test interpretation.
- Provide an overview of test interpretation and use of results to all elementary staffs and to secondary department chairpersons.

Next Steps

- Use assessment results in schools through revision of test report formats; provision of interactive staff training; implementation of a computer-assisted management system; and development of an electronic reference manual to assist teachers in the use of data for planning, diagnosing, and teaching.
- Use multifactored assessment procedures that provide information on achievement and behavior indicators that affect students' school performance.
- Pilot and field test alternative assessments in selected schools in at least two subject areas, with priority given to subject areas with significant African-centered/ multicultural infusion.
- Develop a plan to pilot and field test curriculum-embedded assessments for subject areas at all grades.

Future Steps

- Plan and develop an information system to effectively manage the flow of assessment data so that they can be used for decision making at the classroom level and policy making at the management level.

LIBRARY MEDIA/INSTRUCTIONAL TECHNOLOGY

VISION STATEMENT

Our nation has become an advanced technological society, relying on computers and related technology in virtually every sector of the economy. In order to prepare our students for entry into this technology-based, information society, we must provide students with the ability to generate and access information quickly, to analyze data critically, and to utilize a wide variety of problem-solving techniques. Students must learn how technology can be used to access information, to manipulate databases, to contrast sources of information, to communicate through multimedia, and to create written and visual materials. We envision library/media centers that are fully automated so that every student in the district has equal access to information that will enhance their learning, regardless of their level of ability. Every student will be able to access materials about their own culture and heritage and the culture and heritage of others. Students will be actively engaged in using technology to do research while working together to accomplish meaningful, challenging educational tasks. The technology envisioned will ultimately provide students with a positive means of taking more responsibility for their own learning.

OPPORTUNITY TO LEARN: BARRIERS

Quality of Instructional Delivery:

- Decentralized purchasing precludes bulk-ordering discounts for materials, supplies, and equipment.
- There is a lack of trained staff to repair computer equipment, video cameras, laser-disk players, CD-ROM players, and other high-tech equipment.
- Many computers used for instruction have reached the limits of their useful life, and there is no district standard that addresses how computer technology or computerized learning systems should be acquired and used.

School Environment and Climate Conducive to Learning:

- There are numerous staffing problems: an inadequate number of centralized support staff to provide services to schools, a lack of full-time library/media aides in elementary and intermediate schools, and an inadequate number of certificated library/media specialists in elementary schools.
- Many pieces of broadcast-level video production equipment are not in use because there is no functioning video production studio.

LIBRARY MEDIA/INSTRUCTIONAL TECHNOLOGY

INCREASING OPPORTUNITY TO LEARN: ACTION STEPS

First Steps

- Provide professional development and training in the use of the various in-place basic instructional technologies.
- Upgrade district policies to reflect future trends in technology, interdisciplinary teaching and the African-centered/multicultural curriculum.
- Reorganize and consolidate the existing, in-place, centralized resource library and technology training centers, including materials acquisition.

Next Steps

- Staff schools to support library/media and instructional technology programs adequately.
- Prepare schools to access information electronically through a wide variety of communication systems.
- Instruct students in the use of automated databases, on-line cataloging systems, and other basic educational technologies.
- Increase the availablility and use of instructional management technology in schools.
- Provide for districtwide coordination of educational technology.

Future Steps

- Implement districtwide library media/instructional technology programs that promote integration among the content areas.
- Renovate/construct a professional-level audio/video production studio.
- Increase the availability and use of instructional management technology in schools.
- Provide for districtwide coordination of educational technology.

ADULT AND CONTINUING EDUCATION

VISION STATEMENT

For a variety of reasons, many high school students do not finish school and are faced with the problem of earning a living for the rest of their lives. They are without skills in a world that demands a skilled work force. Other adults may have completed high school, but find themselves underskilled in their jobs or unemployed with little hope for success in the current job market. The adult and continuing education program serves as a bridge for these adults to move into postsecondary education/training and/or employment. This program is one of the wisest investments the community can make in a time of limited resources, since funds spent on adult and continuing education programs eventually are returned to the community in the form of taxes and increased consumer spending. The district's adult and continuing education program must be expanded and services must be enhanced. We envision an adult and continuing education program that provides customized, flexible, creative, and nontraditional education and training programs and support services that meet the unique and diverse needs of Cleveland adults and that lead to self-sufficiency and independence.

OPPORTUNITY TO LEARN: BARRIERS

Content Coverage and Exposure:

- There is an extensive waiting list for entry to various adult education programs.
- Many target groups are currently underserved: out-of-school youth, families with young children, teen parents and preschool children, undereducated adults, youth returning from incarceration, in-school youth whose needs are not met by the traditional program, and adults with learning disabilities and special needs.

Content Emphasis:

- Current job preparation, job training, and job placement programs for youth and adults are inadequate in number and scope.

School Environment and Climate Conducive to Learning:

- Daytime adult education facilities are indadequate, resulting in low levels of service.
- Socioeconomic factors (e.g., poverty, delinquency, substance abuse, teen pregnancy) create barriers that discourage adults from participating in adult education programs.

ADULT AND CONTINUING EDUCATION

INCREASING OPPORTUNITY TO LEARN: ACTION STEPS

First Steps

- Assess existing programs and expand those programs that are most successful.
- Implement a two-year pilot of full service centers at two sites to provide a comprehensive, holistic, academic program with an African-centered/ multicultural focus, including high-school completion, GED, vocational job training, job development, and job placement for youth and adults not currently being served in existing programs.
- Establish a comprehensive assessment process to insure appropriate placement in program offerings.

Next Steps

- Provide a comprehensive intake process for the full service centers to determine if placement of prospective clients is appropriate.
- Provide a comprehensive professional development and training program for teachers in order to ensure uniform program implementation.
- Create comprehensive family neighborhood resource centers available during the day and evening to meet the needs of adults with young children, including family literacy programs, activities dealing with parent training and family life issues, early childhood programs, medical services, fine arts enrichment programs, African-centered/multicultural programs, and access to other supportive services.

Future Steps

- Enlist community support for program design and implementation and instructional delivery.
- Assess the effectiveness of the pilot program and expand to other sites as needed to meet emerging needs and community demands.

Comprehensive Core:
Parent Involvement

PARENT INVOLVEMENT

VISION STATEMENT

Parents must be valued partners in the educational process of the children in the Cleveland Public Schools. Numerous studies demonstrate that the influence and support given by the family may directly affect the behavior of children in school, their grades, and the probability that they will finish school. We envision our district as one that provides basic parent support services, such as extended school hours, transportation, some school based child care, and home visits, thus making it easier for parents to be involved with their child's education. Various parent support activities will be provided, including the further establishment of parent rooms and sponsorship of a variety of extracurricular offerings targeting parents and families. We also envision educational program activities, including newsletters, parent meetings on special topics, and activities promoting child-parent interaction at home. We will sponsor various leadership activities, including using "parents as teachers" and providing opportunities for fund raising and for participation in school governance. Together, we will make a difference!

OPPORTUNITY TO LEARN: BARRIERS

School Environment and Climate Conducive to Learning:

- There is no current Board policy showing that parent involvement is a priority for the district.
- Parents often need enhancement of parenting skills and a wide knowledge base for making informed decisions about their children's education.
- An increasing number of parents do not speak English, and this limitation is not always addressed at the school level through translated material or the services of an interpreter.
- Although there are many different parent involvement organizations operating in the district, their activities are not coordinated.
- There is no real accountability at the school level for the inclusion of parent involvement activities.

PARENT INVOLVEMENT

INCREASING OPPORTUNITY TO LEARN: ACTION STEPS

First Steps

- Institutionalize parent involvement through the development and adoption of a parent involvement policy.
- Promote and expand direct parental access to teachers and administrators through the provision of basic support activities.
- Establish effective two-way communication with all parents, respecting the diversity and differing needs of families.
- Expand and enhance the role of parents both in the implementation of parent involvement programs and in school governance.
- Establish a unified parent council charged with the responsibility for coordinating parental involvement.
- Conduct site surveys to define the parent involvement needs of each school.

Next Steps

- Promote the implementation of the parent involvement policy by including parent involvement issues in employee evaluations and union contract negotiations when appropriate.
- Establish outcome objectives for parent involvement in terms of types of activities to be offered, numbers of parents to be involved, and impact on students.

Future Steps

- Coordinate, implement, and sustain parent involvement from kindergarten through grade 12 by allocating space for activities and providing appropriate staff support.
- Promote and expand continuing education and training opportunities that empower parents to take an active role in reinforcing their children's education outside of schools.

INTERAGENCY COLLABORATION

VISION STATEMENT

Dr. Ted Sanders, Ohio Superintendent of Instruction, in his presentation to the Senate Education, Retirement, and Aging Committee in January 1993, identified the following as priority three: "to meet the preconditions necessary for all children to be successful in school." Among other recommendations, he stressed the need to collaborate with other human service agencies in improving and integrating services to families and their children, and in piloting and developing new governmental relationships and structures. We envision a comprehensive district/interagency collaboration that will effectively meet the developmental, health, and human services needs of students and families. This vision demands that services be provided which enable individuals to develop their own skills and strengths; that participating organizations commit time and resources to collaboration; that there be both school-based and school-linked prevention and intervention services available to all students; that the collaborative structure be strengthened and expanded; that services to individual students be comprehensive but not necessarily provided at each school or community site; and that adequate funding be available to support ongoing programs and innovative pilots.

OPPORTUNITY TO LEARN: BARRIERS

School Environment and Climate Conducive to Learning:

- Schools, families, and students have a limited knowledge of available services.
- There is insufficient evaluation of the impact of services on students and their families.
- There is an inequitable distribution, insufficient accessibility, and some duplication of services to students and their families.
- There is limited access to school sites.
- There is a need for service development based on individual school/community, student, and family needs.

INTERAGENCY COLLABORATION

INCREASING OPPORTUNITY TO LEARN: ACTION STEPS

First Steps

- Strengthen and expand the collaboration process and structure.
- Provide staff with access to ongoing consultation and inservice training to address students' nonacademic needs.
- Identify a point person in each school to coordinate school-based services, assist students and families in accessing services, and facilitate the support services team.
- Provide both liaison services and a home visitation program to assist families in developing positive linkages with schools and agencies.
- Provide orientation on school policies and regulations to agency personnel working in schools.
- Evaluate support services and programs provided by the district and external agencies and maintain, expand, and/or delete them based on the results.

Next Steps

- Identify support services in each school and maintain an annual inventory.
- Develop and implement comprehensive activities and services to assist students in making successful transitions between schools.
- Assist schools in developing and maintaining an active support services or intervention assistance team.
- Expand school use to include before-school and after-school activities and weekend and summer programs at all organizational levels.
- Identify, develop, and coordinate specialized services to meet the needs of target student populations (e.g., students returning from institutions/incarceration).
- Provide families with access to focused education and support programs.
- Evaluate annually the success/efficacy of human services in each school, using a uniform format.

Future Steps

- Ensure that schools have effective, coordinated, nonduplicative human services.
- Include human services in the emerging middle schools concept.
- Collaborate with agencies to assess the availability of and need for in-home therapeutic services.
- Provide children and families access to two pilot, in-school health care clinics.
- Pilot comprehensive family centers at selected schools.

Comprehensive Core:

Safe and Friendly Schools

GUIDANCE

VISION STATEMENT

The time for change in the structure of guidance programs has arrived. Recent educational reform movements stress accountability through a competency-based curriculum that focuses on student outcomes. We envision a guidance program that will focus on the student as the primary client, rather than on the services being provided. Competency-based counseling and career guidance will lead to guidance activities and structured group experiences for all students and will be by its very nature nondiscriminatory. Such a program will de-emphasize administrative and clerical tasks for guidance counselors and will focus on providing direct services to more students through a structured, competency/outcomes-based guidance curriculum. Counselors will implement programs of structured guidance activities for all students in addition to providing personal and crisis counseling as needed. We envision a competency-based counseling and career guidance model that will be proactive and inductive, will use objective evaluation, will provide group guidance experiences initiated by the counselor, and will recognize that students learn differently. In order to implement such a program, counselors will need to upgrade their skills and "expand their knowledge base and understanding of the changing nature of the client population, its cultural values, and the problems of urban students" (Dr. Sammie Campbell Parrish, 1992).

OPPORTUNITY TO LEARN: BARRIERS

School Environment and Climate Conducive to Learning:

- Current staffing of the elementary guidance program provides only limited, basic services for students, parents, and staff.
- The current inservice program for counselors and principals does not support the implementation of an outcomes/competency-based guidance model.
- The district's traditional school counseling model does not adequately support the implementation of state-mandated activities/programs.
- Administrative issues at the building level take precedence over sound counseling practice.
- There is no method for the district to address districtwide issues that impact on principals and counselors.

GUIDANCE

INCREASING OPPORTUNITY TO LEARN: ACTION STEPS

First Steps

- Revise the counseling, career guidance, and student training program to incorporate an outcomes/competency-based model designed to meet the needs of students, enhance compliance with the Remedial Order, and support implementation of state-mandated activities/programs.

- Establish a work team to resolve operational issues identified by members of the district staff, community, or the Ohio Department of Education.

- Establish a districtwide principals advisory committee on counseling and career guidance.

- Develop an action plan in each secondary school, identifying the major priorities for the building's counseling, career guidance, and student training program.

- Increase the number of elementary guidance counselors to provide a developmental, preventive, outcomes-based counseling, career guidance, and student training program.

- Develop and implement an assessment instrument to determine the effects of the changes in the counseling, career guidance, and student training program, including changes in perceptions of the program by students, parents, and staff.

Next Steps

- Develop and implement an intensive inservice training program for principals and counselors to support them in their implementation of an outcomes/competency-based counseling, career guidance, and student training program.

Future Steps

- Provide clerical assistance for secondary counselors.

SCHOOL CLIMATE

VISION STATEMENT

Violence in and around schools has received increasing attention from the media and public in recent years. Even though many of our students live in neighborhoods characterized by violence and social disorganization, we envision the Cleveland Public Schools as a place where students and staff feel safe and where teaching and learning take place without disruption. Our schools will be places where both students and staff take responsibility for ensuring that an atmosphere of pervasive caring exists. Each school will recognize and reinforce positive self-discipline, and all schools will equitably enforce the school discipline code, developed within the guidelines of the district code. We envision our schools as neat, clean and attractive locations, with students and staff so engaged in school activities that there is little interest in off-task activities and little or no absence or tardiness.

OPPORTUNITY TO LEARN: BARRIERS

School Environment and Climate Conducive to Learning:

- Opportunities to expand and develop interests beyond the basics (e.g., enrichment activities and courses in drama, instrumental music, foreign languages) are not available to all students.
- Students feel little sense of ownership for school operations because they are not given meaningful responsibility.
- There are few opportunities for students and teachers to interact in ways that build positive student/teacher relationships.
- Staffing practices and adjustments to staffing based on the official enrollment period (first week in October) result in frequent staff changes after the school year is already underway.
- There is no districtwide statement of the belief that discipline is learned, that it can and should be taught, and that a plan for teaching discipline should be supported by all stakeholders: students, school staff, parents, and administration.

INCREASING OPPORTUNITY TO LEARN: ACTION STEPS

First Steps

- Encourage the adoption of the Discipline Mission Statement developed by the Discipline Task Force in 1990.
- Develop individual building discipline plans through a Discipline Committee established at each school that includes students, parents, administrators, and teachers.
- Provide appropriate staff development to individual school discipline committees and to the entire staff.
- Provide students with conflict resolution skills through mediation/conflict management programs in schools.
- Offer a program at the high school level through which students may explore careers and contribute service to the community through internships with community agencies, institutions, or businesses.
- Use the services of the security officers and the investigative counselors in the manner prescribed by the Division of Safety and Security.
- Use the Youth Gang Unit to train staff, parents, and students in prevention and early intervention activities.
- Investigate the feasibility of establishing "Safe Houses" for each school's walking routes.
- Establish a communication link with the school crossing guards funded by the City of Cleveland.
- Establish a Parent Patrol at each elementary school to walk students to school and/or to monitor bus stops.

Next Steps

- Staff schools in a manner that ensures that no teacher transfers or faculty additions will be necessary after the first full week of school.
- Provide adequate staff at the secondary level to allow students to take enrichment and elective classes.

Future Steps

- Staff elementary schools with media specialists and art, music, and physical education teachers at a level sufficient to meet instrucitonal needs.
- Increase the level of staffing of security officers to meet the needs of individual schools.
- Create a discipline resource center to include videotapes and literature that can be used in school-based staff development programs.

EXTRACURRICULAR ACTIVITIES

VISION STATEMENT

The extracurricular activities program is an essential component of a student's basic program of instruction. It provides an opportunity for the development of student interest and talent as well as a lifetime basis for personal values about work and leisure activities. We envision the district's extracurricular activities program as one that will provide sufficient activities to match the wide variety of student interests and abilities. It will serve as a laboratory where students must cope with problems and handle situations similar to those encountered in our multicultural, global society. It will provide adequate and natural opportunities for physical, mental, and emotional growth and development. It will also allow the acquisition and development of special skills in the activities chosen by the students. Team play provided through the program will focus on the development of traits such as loyalty, cooperation, and sportsmanship. We envision a comprehensive multicultural program that provides quality opportunities for all students. We further envision the schools being used as resources for the entire neighborhood, providing recreational, athletic, and academic programs designed to meet the needs of the community and available to people of all ages.

OPPORTUNITY TO LEARN: BARRIERS

School Environment and Climate Conducive to Learning:

- All students may not have equal access to activities of interest within the in-school activity programs because of the lack of facilities and/or qualified staff to fulfill student-requested needs.

- Limited financial resources have discouraged schools from full involvement in such programs as Little Buddy/Big Buddy field trips.

- Facilities and equipment for interscholastic athletics are in poor condition and are outdated, posing a safety risk for students.

- There is no continuity of basic skills and interest for students moving from intermediate schools to senior high schools because there is no feeder system in place to ensure continuity.

- There is a lack of school pride throughout the district because students and families do not have a sense of ownership for schools outside their neighborhood.

EXTRACURRICULAR ACTIVITIES

INCREASING OPPORTUNITY TO LEARN: ACTION STEPS

First Steps

- Recruit students, parents, district alumnae, and universities and colleges to support the extracurricular activities program.

- Explore the possibility of using community facilities and personnel to support summer and Saturday programs.

- Establish outcome objectives related to the types of programs offered and the numbers of students expected to participate.

Next Steps

- Expand or enhance the current extracurricular activities to include multicultural, performing arts and student governance and leadership skills training programs for students at all grade levels.

- Provide access to a sequential and expanded interscholastic athletics program for all students at the middle and high school levels.

Future Steps

- Provide well-maintained, updated, and safe indoor and outdoor facilities for the extracurricular athletics programs.

- Expand the Schools as Neighborhood Resources program to include designated regional sites as well as additional days and extended weekend or evening hours, and to provide recreational, athletic, and academic programs responsive to community needs.

Comprehensive Core:
Management, Structure, and Support

RESTRUCTURED AND TRANSFORMATIONAL SCHOOLS

VISION STATEMENT

It is critical to develop students as lifelong learners through engagement in learning that is focused on outcomes. In establishing restructured and transformational schools, it is our intent to depart from the traditional process of teaching and learning. A driving force behind the instructional process is the need to utilize the experiences and creativity of students. We envision students as active learners participating in a variety of experiences rather than sitting and listening to lectures. We further envision the teacher as a facilitator of learning who organizes learning activities so that students actually live the curriculum through frequent hands-on experiences. The school will be the center of the community and a focal point for culturally enriching activities like drama clubs and dance lessons that go well beyond the academic. The school will also become a facility that houses the services that a family will need to address health and human service concerns through organized collaboration with provider agencies.

OPPORTUNITY TO LEARN: BARRIERS

Content Coverage and Exposure:

- Teachers use textbooks as the primary source for course content.

Content Emphasis:

- The primary instructional emphasis is on low-level skills rather than on critical thinking skills.

Quality of Instructional Delivery:

- Most district schools are driven by programmatic needs rather than student needs, and there is little interdisciplinary instruction.

Students' Readiness to Learn:

- All students are expected to progress at the same rate, regardless of developmental differences.

School Environment and Climate Conducive to Learning:

- There is no model school in which students, parents, teachers, and other community stakeholders participate in a common community of learning.

INCREASING OPPORTUNITY TO LEARN: ACTION STEPS

First Steps

- Secure the appropriate administrative and Board of Education approvals for proposed school models through the Vanguard Schools initiative or "Charter" Schools initiative. (Examples of school models developed by the work team are included in Section III. C.)
- Develop job descriptions and identify teachers and administrators to plan the school.
- Plan and write the academic/instructional program that establishes student outcomes and criteria for assessing student performance.
- Identify and plan professional development that addresses research-based teaching, teamwork, goal setting, and self-evaluation.

Next Steps

- Identify one or more sites in coordination with the Student Assignment and Facilities Utilization processes.
- Identify and order instructional materials, supplies, and equipment.
- Establish a coordination mechanism for services that are provided by health and social agencies.
- Develop an assessment model that will provide data for future decision making.

Future Steps

- Develop an outline of community enrichment activities that will take place beyond the school day/week.
- Coordinate the educational program with internal and external community services, including a mental health team, a parent program, and university/ business partnerships.

PROFESSIONAL AND LEADERSHIP DEVELOPMENT[2]

VISION STATEMENT

Professional development has emerged as a viable means for school improvement, upgrading the skills of staff and providing opportunities for personal growth. It is critical that the professional and leadership development program be augmented to ensure that knowledge, skills, outlooks, and, ultimately, employee performance continue to improve to meet changing circumstances and expectati

ons as we approach the 21st century. We envision professional development programs leading to more supportive learning environments for all students and more productive work environments for all employees. We recognize that professional and leadership development involves both individual growth and organizational growth directed toward the improvement of the district. Within this context, we envision professional and leadership development as supportive of employee career goals as well as supportive of those emphases necessary to meet the district's overall priorities. Central to our vision is the development of an exemplary Center for School Improvement which will have as its sole purpose providing professional development opportunities that will enhance teaching and learning in classrooms.

OPPORTUNITY TO LEARN: BARRIERS

Quality of Instructional Delivery:

- Staff development and training is fragmented and disjointed because there are no districtwide priorities for professional development programs.
- There is no centralized mechanism for controlling, monitoring, approving, or evaluating collaborative arrangements with colleges and universities.
- The Management Information System does not meet the current needs for data retrieval.
- Funds for professional development are allocated on a project-specific basis and do not, therefore, support systemic initiatives.
- There is no centralized monitoring/evaluation system to objectively assess the impact of professional development on student performance.

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[2] This work team will be reconvened by the Deputy Superintendent for Educational Programs to analyze the input from the other VISION 21 work teams before its report is finalized. This will allow the work team and staff to develop final plans for the Center for School Improvement.

INCREASING OPPORTUNITY TO LEARN: ACTION STEPS

First Steps

- Establish, under the direction of the new Deputy Superintendent for Educational Programs, a steering committee composed of a significant number of teachers, along with administrators and other appropriate representives, to provide input to the design and development of the Center for School Improvement. This Center will serve personnel who are directly involved with the teaching and learning process in the schools.
- Consult with and visit other exemplary teacher centers across the nation to make the best use of lessons learned.
- Develop plans, under the direction of the Deputy Administrator for Support Services and the Chief of Human Resources, to effectively address the professional needs and interests of all employees not served through the Center for School Improvement.
- Establish standards for selecting, monitoring, evaluating, and recommending resources to support educational and organizational programs initiated internally and/or externally to ensure optimum effect on student performance.
- Establish a clearinghouse to select, monitor, evaluate, and recommend professional development resources and/or programs congruent with the district's mission.
- Conduct a comprehensive, districtwide needs assessment by soliciting responses from all employee groups and administrative units.
- Establish a district calendar of training opportunities for all school-based and central office employees.
- Coordinate training sessions through the Support Services Department and the Center for School Improvement.

Next Steps

- Expand the capabilities of the Management Information System to accommodate data gathering for use in decision making.
- Identify and analyze current programs for impact on student performance.

Future Steps

- Implement a monitoring and evaluation system that systematically tracks the impact of professional development on training on staff and student behaviors.
- Establish a data bank of identified organizational, professional, and leadership needs for development of future programs.

TEACHER RECRUITMENT

VISION STATEMENT

The district is committed to employing well-trained, enthusiastic teaching professionals who possess a command of their subject area, an understanding of the learning process, and a service orientation to the diverse student and community populations that make up the district. Competitive financial and professional incentives will be used to recruit qualified teachers. We will retain these qualified teachers through systematic networks of support, involvement, communication, and professional growth. The district will continue to recruit qualified and committed new teachers through a recruitment program that promotes racial and ethnic diversity. We will encourage even our elementary students to consider teaching as a career. Through a variety of para-teaching experiences during their high school years, Cleveland secondary students will be encouraged to become teachers as incentives are made available for them to begin teacher training at a college or university. We envision the careful and conscientious nurturing of these teachers once in the district so that they experience professional success and a personal sense of fulfillment and satisfaction. With a competent teaching force continually renewing itself and enriching its ranks with additional staff of the same high caliber, Cleveland's commitment to restructuring its schools will become a reality.

OPPORTUNITY TO LEARN: BARRIERS

School Environment and Climate Conducive to Learning:

- There is a shortage of qualified African-American teachers entering the district because of the low enrollment of African-American students in college and university teacher preparation programs.
- Many of the district's African-American teachers are eligible to retire.
- There is a critical nationwide shortage of teachers certified in special education, mathematics, science, and educational media.
- There is a lack of resources competitive with other districts to attract qualified teacher candidates.
- There is a lack of adequate marketing materials to promote the advantages of a teaching career with the district.

TEACHER RECRUITMENT

INCREASING OPPORTUNITY TO LEARN: ACTION STEPS

First Steps

- Increase the pool of committed and qualified African-American teachers by visitations to historically African-American colleges and universities, and by utilizing external organizations/institutions.
- Increase the number of candidates interviewed for bilingual education programs and other critical certification areas such as mathematics, science, special education, and educational media.
- Provide a planned student teaching experience that attracts the most qualified teachers to the district.
- Establish specific outcome objectives concerning teacher recruitment and retention efforts.
- Develop a comprehensive program to encourage district students at all levels to consider teaching as a profession.
- Design a comprehensive monitoring and assessment system for reviewing the teacher recruitment process.

Next Steps

- Improve the effectiveness of the overall teacher recruitment process.
- Provide appropriate support programs to district paraprofessionals and substitutes so that they may obtain certification as teachers.

Future Steps

- Initiate incentive programs to attract African-American teachers, bilingual teachers, and teachers in critical certification areas.
- Provide a support program for the professional development and retention of new teachers.

III.B. Enhancements to the Core Program

To ensure that African-American students in Cleveland realize the full benefit of these newly designed Comprehensive Core programs, VISION 21 includes a second critical component developed specifically to ensure African-American students a quality education as measured by improved student outcomes over time. The school district now understands and accepts that in order to educate African-American children successfully and to the point of equitable outcomes, it must be willing and committed to providing enhancements which go far beyond the Comprehensive Core program. We have termed this portion of VISION 21 the Core Enhancement component. This component includes eight thrusts which are critical to removing the traditional barriers to academic achievement for African-American students.

Eight-Point Core Enhancement Program to Increase the Achievement of African-American Students

CORE ENHANCEMENT PROGRAM Point 1:

Increase the likelihood that African-American students will achieve academic success by assuring that they are well "anchored," developing a healthy respect for and knowledge of their culture and experiencing a sense of being at the center of the educational process, rather than on the outside looking in.

- Begin the African-centered multicultural curriculum infusion and training process and complete phase-in over a five-year period.
- Design and begin community model schools that provide immersion programs in African-centered/multicultural education.
- Implement the actions recommended in the work team report on African-centered/multicultural infusion, beginning by retaining the services of a national consultant to guide the phase-in process, and by utilizing a teacher consultant position to provide leadership.

CORE ENHANCEMENT PROGRAM Point 2:

Eradicate early school failure among African-American students by instituting research-based reading approaches and programs which assure that virtually every child will learn to read by the end of first grade or shortly thereafter. (See Appendix B for descriptions on research-based approaches to be used.)

- Assure that all four-year-olds scheduled to enter kindergarten in the Cleveland Public Schools are enrolled in developmentally appropriate preschool programs.

- Assure that all kindergartners are enrolled in developmentally appropriate full-day kindergartens.

- Assure that all first graders are taught reading through a reading program with a proven track record as effective for all students. These models include Reading Recovery, Success for All, and Prevention of Learning Disabilities.

- Assure that one-to-one tutoring is provided for every first grader who needs it to be a successful reader.

CORE ENHANCEMENT PROGRAM Point 3:

Provide teachers who are committed, sensitive, prepared, and confident in their ability to meet the varied needs of African-American students.

- Over the next five years, recruit well-prepared African-American teachers. This is based on the belief that a racially and ethnically diverse staff is of educational benefit to all students.

- Provide extensive repreparation of all Cleveland Public Schools teachers through contract extensions that provide for a three-week professional development program for 25 percent of the teaching work force each year over the next four years. The repreparation program will involve extensive teacher involvement in both the planning and implementation phases and will include the following strands necessary to support the education plan:
  - provision of efficacy training for staff;
  - use of gifted education techniques for all children;
  - establishment of student-centered classrooms with student as "worker" and teacher as coach;
  - infusion of African-centered/multicultural curriculum;
  - provision of mathematics instruction for greater understanding;
  - alignment of the written, taught, and tested curriculum;
  - prevention of early school failure;
  - implementation of instruction that is sensitive to students' learning styles;
  - use of instructional management systems and other technologies;
  - formation of parent/teacher partnerships; and
  - use of assessment data to improve instruction.

- Provide a two-week professional development program for principals in the same strand areas identified for teachers.

CORE ENHANCEMENT PROGRAM Point 4:

Utilize time on task as a powerful variable to improve student outcomes for African-American students.

- Provide an extended school year or summer tutorial program for all K-8 students who require additional time to meet district performance standards.
- Provide an extended school year or summer tutorial program for all high school students who require more time to meet state proficiency objectives.
- Reduce or eliminate study halls, providing students with more periods of classroom instruction.
- Convert remaining study halls to peer tutorials where possible.
- Offer advanced mathematics and science courses in high school in two-year sequences so that the majority of students can enroll in and pass advanced course work.
- Institute a homework hotline or voice mail system to promote homework completion by students.
- Review and revise attendance policies to assure that they promote rather than discourage school attendance.
- Experiment with mastery learning/outcome-based education models that radically alter the current rigid approaches to use of time.

CORE ENHANCEMENT PROGRAM Point 5:

Expand the use of technology, including instructional management systems, to monitor the academic performance of African-American students and to provide immediate feedback to students and teachers on the effectiveness of their teaching and learning.

- Equip all middle and high schools with the necessary hardware and software to implement instructional management systems in the Ohio Proficiency Test areas.
- Provide Saturday and evening training sessions in the use of technology for teachers, principals, media specialists, and others.
- Establish an educational technology technical assistance component at the Center for School Improvement or in the media technology office.
- Purchase a test item bank to be used by teachers in constructing teacher-generated interim assessments.

CORE ENHANCEMENT PROGRAM Point 6:

Provide African-American students with the educational support services they need by implementing a newly developed, culturally sensitive, and competency-based guidance program essential to promoting high academic achievement.

- Provide at least one guidance counselor in each elementary school to implement the competency-based guidance program and to promote extensive interagency cooperation so that students and families receive needed support services.
- Provide the necessary clerical help to middle and high school counseling programs so that counselors can give priority to implementing the new competency-based guidance curriculum.
- Assure that guidance personnel are retrained, especially in areas of urban education, cultural sensitivity, and competency-based guidance by providing three-week contract extensions to 50 percent of guidance personnel each year for two years.

CORE ENHANCEMENT PROGRAM Point 7:

Increase the likelihood that African-American students will experience academic success by systematically drawing parents, guardians, and other family members into equal and full partnerships with the schools.

- Provide for each school a parent liaison with the responsibility of offering leadership to parent involvement initiatives.
- Implement community model schools that have extensive parent involvement as their basic tenet (e.g., Comer schools).
- Provide active and exciting team-building experiences for parents, teachers, and principals to improve trust between school and home.
- Request that parents of four-, five-, and six-year-olds enter into written compacts with their child's school agreeing to the responsibility of parents and teachers in the prevention of early school failure.
- Establish at least three community model schools that include human service centers.
- Include parent involvement as an indicator when assessing staff performance.
- Assure that all action steps outlined in the Parental Involvement work team report are implemented.
- Develop and administer an annual survey of parents to determine the degree of parent satisfaction with schools and parents' opportunity for meaningful involvement.

CORE ENHANCEMENT PROGRAM Point 8:

Assure, to the extent reasonable, that African-American students receive the high-quality education outlined in this plan in a desegregated setting.

- Provide parents with adequate and equitable access to quality districtwide magnet schools and quality community model schools that use approaches based on national models that work for all children.
- Ensure that no student is required to attend a racially identifiable school and that every parent has the choice of sending their child to a school whose racial makeup is in keeping with the districtwide racial makeup.
- Provide for the reconstitution of any racially identifiable school that has not demonstrated academic gains over a three-year period. Reconstitution involves clearing the school of all staff and programs in order to reinvent a school that works for its student population.

III.C. Parental Choice: A Choice Between Quality and Quality

VISION 21 transforms the current, traditional student assignment plan into a plan that is truly in keeping with 21st century concepts of quality public education for all. In designing Parental Choice: A Choice Between Quality and Quality, we began by agreeing on the desired outcome — a quality education for all — and designed down from there. We agreed also on a set of beliefs in order that we might put the completed design to the test of those beliefs before it was finalized. Listed below are those principles and beliefs that guided development of this component.

- Educational achievement is the district's highest priority;
- Integration is an educational priority;
- No child will be required to attend a racially isolated school; and
- To the greatest extent possible, parents and students should be able to choose a school.

We believe that the proposed plan truly "passes the test" of these beliefs.

The Quality Choices

Based on the needs and interests of their children and consistent with the district's desegregation obligation, parents will select from among a number of quality choices. As a general rule, parents will indicate a first, second, and third choice. Elementary parents will select either a districtwide magnet school or a community model school in their region. In those instances where a desegregated choice is not available in the region in which students live, parents may select a community model school outside of the region if they desire a more integrated school. At the middle school and high school levels, parents may choose between a citywide magnet program and the middle school or high school in the region where they reside. The magnet school and community model school choices are outlined below.

Magnet Schools

Magnet schools are schools with a specialized curriculum or thrust, in addition to the regular program, that serves as a magnet to draw children from all across the district. The new magnet school proposal, when fully implemented, will expand opportunities for

student placement. New and expanded programs were combined with current programs to provide both continuity and feeder programs for the middle and high schools.

The new magnet school proposal was developed upon sound educational and desegregative principles including the following:

- Locate programs more equitably geographically to promote voluntary desegregation;
- Increase equitable access by expanding magnet programs, thus reducing or eliminating large waiting lists;
- Move to a uniform grade structure of K-5, 6-8, and 9-12; and
- Provide new elementary magnet programs that will serve as feeder programs for existing secondary programs.

The proposed magnet school changes by implementation year are described on the following pages.

The various magnet school programs and the levels at which they are offered are detailed in the following chart.

MAGNET THEMES AND LEVELS

ELEMENTARY	MIDDLE	SENIOR
		Gifted & Talented/ International Baccalaureate
Foreign Language/ International Studies	Foreign Language International Studies	Foreign Language/ International Studies
Arts	Arts	Arts
Science	Science	Science
CompuTech	CompuTech	CompuTech
Fundamental	Fundamental	
Contemporary	Contemporary	
Accelerated/Extended Day		
Montessori		

PROPOSED CHANGES BY IMPLEMENTATION YEAR: 1993-94

Elementary

PROGRAM CHANGES

Kenneth W. Clement (K-6) to K-5 for Language/International Studies

Henry W. Longfellow (K-6) to Pre-K-5 Accelerated/Extended Day

Newton D. Baker (K-6) to K-4 Arts

Garfield (3-6) CompuTech to K-5 regular

Valley View (K-2) CompuTech to K-5 regular

Robinson G. Jones (K-3) to to K-5 Foreign Language/International Studies

Empire (K-8) CompuTech to K-5 CompuTech

EXPANSION OR GRADE CHANGES

Dike (K-3) Montessori to Pre-K-4 Montessori

Hicks (K-3) Montessori to Pre-K-4 Montessori

E.B. deSauze (K-6) Contemporary to K-5 Contemporary

Lafayette (K-6) Contemporary to K-5 Contemporary

Clara Westropp (K-8) Fundamental to K-5 Fundamental

J.D. Rockefeller (K-8) Fund. to K-5 Fundamental

Middle School

PROGRAM EXPANSION AND GRADE CHANGES

Charles Mooney (7-8) to 6-8 with Fundamental magnet
Lincoln (7-8) to 6-8 with Contemporary magnet
Margaret Spellacy (7-8) to 6-8 with CompuTech magnet
Robert Jamison (7-8 CompuTech) to K-5 with CompuTech magnet
Thomas Jefferson (7-8) to 6-8 with CompuTech magnet
Whitney Young (7-8) to 6-8 with Major Work
Wilbur Wright (7-8) to 6-8 with Major Work
A.B. Hart (7-8) to 6-8
Carl Shuler (7-8) to 6-8
Charles Eliot (7-8) to 6-8
Patrick Henry (7-8) to 6-8

Senior High

No Changes

PROPOSED CHANGES BY IMPLEMENTATION YEAR: 1994-95

Elementary

PROGRAM EXPANSION AND GRADE CHANGES

Orchard (K,4-6) to K-5 Science

Newton D. Baker (K-4) Arts to K-5 Arts

Dike (Pre-K-4) Montessori to Pre-K-5 Montessori

Hicks (Pre-K-4) Montessori to Pre-K-5 Montessori

Middle School

PROGRAM EXPANSION AND GRADE CHANGES

Joseph Gallagher (7-8) to 6-8 Foreign Language/International Studies

Garrett A. Morgan (6-12) Science to 6-8 Science

John Hay (see Senior High, below)

Senior High

PROGRAM EXPANSION

Collinwood (9-12) to 9-12 with CompuTech

East Tech (9-12) to 9-12 with Science

John Hay (9-12) to add 6-12 Arts

John Marshall (9-12) to 9-12 with International Baccalaureate and Gifted and Talented

West Technical (9-12) to 9-12 with Foreign Language/International Studies

Community Model Schools

All elementary schools that are not districtwide magnet schools will eventually become community model schools. Community model schools are regular elementary schools that incorporate a holistic approach to school improvement based on a nationally recognized and research-based model. The models anticipated are listed below and several are described in the next section.

- Comer schools
- Nongraded schools
- Mastery learning/outcome-based schools
- Schools based on Gardner's multiple intelligences model
- African-centered/multicultural immersion schools
- Full-service community schools
- Research-based "charter" schools
- Parent/teacher co-op schools

COMMUNITY MODEL SCHOOLS DESCRIPTIONS

1. Comer Model

The Comer model is also know as the School Development Project (SDP). SDP is a program developed by Dr. James Comer at Yale University. The core of the SDP, or Comer process, is best defined by the African proverb, "It takes a whole village to raise a child." SDP places children at the center of the educational process, with the significant adults in their lives — parents, educators, and community members — cooperating to help children achieve their potential.

The basic philosophy behind the Comer model is to change the social system of a school by applying principles of behavioral and social science. The Comer model operates on the premise that children will learn at expected grade levels when they are in a school with a climate of good interpersonal relationships and adequate teaching. A key element in the structure of the school is the creation of a governance and management group that is led by the principal and includes several parents who are selected by parents, two to three teachers who are selected by teachers, and a mental health or support team (e.g., psychologist, social worker, special education teacher). This representative group addresses areas that are critical to changing schools — climate, instructional program, and staff development. The group brings together school data and child development theory to

plan for the year and beyond. In many cases the support is provided in a very traditional way, with the mental health team focusing on a particular child or family and organizing the services that are needed. The team may also work in a preventive fashion by bringing together teachers, administrators, and parents to address overall concerns about the school such as climate, attendance, and student achievement.

The Comer Model began as a partnership with the Child Study Center at Yale University and the New Haven School District. Dr. Comer's model was successful in improving achievement levels of students in New Haven,[3] and has been equally successful in such other urban school districts as Benton Harbor, Michigan; Prince Georges County, Maryland; and Lee County, Arkansas. While these schools have an authentic Comer model whose implementation is supervised by Dr. Comer, scores of schools across the country have implemented a model with features similar to the Comer model and with similar results.[4]

2. Nongraded Program

The non-graded program is based on the premise that children grow and mature at different rates, and thus learn at varying rates. This program groups students on the basis of their skill levels rather than their age or grade levels. The program will be based on what the district has learned from implementing its Primary Achievement Program schools.

3. Mastery Learning/Outcome-Based Education

In proposing to implement mastery learning/outcome-based education (OBE), the district is one of many throughout the country to change the emphasis of schooling from what children are taught to what children learn. The growth of the OBE movement is such that a formal network, The Network for Outcome-Based Schools, has been formed to keep educators aware of the latest developments in this expanding educational reform movement.

In 1963, Dr. John Carroll suggested that, given sufficient time, all students could achieve what only the strongest students generally achieved. As opposed to the traditional model of instruction in which curriculum and time are the constants and outcome is the variable, Carroll's theory proposes that outcome should be the constant, while curriculum and time are the variables. Dr. Benjamin Bloom followed this research in 1981 by suggesting that all students can achieve high levels of learning if favorable learning

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[3] J. Comer, N. Hoyes, and M. Hamilton-Lee, "School Power: A Model for Improving Black Student Achievement," The Urban League Review, (1980), 198.

[4] supra at (Seattle Model).

conditions are in place. With further refinements from other researchers, OBE is now clearly defined by three principles:[5]

1) All students can and will learn successfully. Achieving the intended outcomes of the schooling experience is within the grasp of virtually every student. Schools exist to foster this learning and ensure the accomplishment of such learning by all students.

2) Success breeds success. The success that students experience as they learn in school affects their self-concept, motivation, and approach to learning. Providing students opportunities to succeed in learning and acknowledging their successes encourages students to seek further learning experiences.

3) Schools control the conditions of success. There are known schooling and teaching practices associated with learning success. Schools can, if they choose to do so, learn about and use these practices. Schools can vary the conditions and practices for learning so that all students reach high levels of learning success.

Mastery learning, one technique used by teachers to help students enhance performance, is often described as the tool of OBE teachers. Mastery learning has three features that demonstrate the relationship with OBE. The first feature is beginning with clearly defined learning goals, objectives, or outcomes. The second feature is a belief among school personnel that all children can learn, and a commitment on their part to help them learn. The final feature is an adaptive mechanism that provides for differences among students. One such technique involves grading in pencil. This shows students that their grade will reflect their continued efforts to improve and that all students can achieve top grades which vary only in the length of time taken to achieve.

In a classroom setting, mastery learning begins with the teaching of material in a given subject. Once teaching is complete, an assessment is given based on the outcomes defined before the start of teaching. Those students who master the outcomes then do enrichment activities which may involve further development in the outcomes or work in a different area of the student's choice. For those who do not master the outcomes, the teacher must alter the presentation of the subject matter to address the child's style of learning before administering an additional assessment of mastery.

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[5] The Network for Outcome-Based Schools, *Successful Schooling for All: A Primer on Outcome-Based Education and Mastery Learning*, (1992), 9.

4. Gardner's Multiple Intelligences Model

Dr. Howard Gardner, a professor at Harvard University, has received national attention for the successful implementation of his brain-based model at schools such as the Key School in Indianapolis, Indiana and at the Saturn School of Tomorrow in St. Paul, Minnesota. The curriculum for this program is centered around how the brain works and what must be done to discover and nurture the strengths of each student. Dr. Gardner defines the following seven intelligences:

- **Linguistic**. Sensitivity to the meaning and order of words — poet, translator;
- **Logical-Mathematical**. Able to handle chains of reasoning and to recognize patterns and order — mathematician, scientist;
- **Musical**. Sensitivity to pitch, melody, rhythm, and tone — composer, singer;
- **Bodily-Kinesthetic**. Able to use the body skillfully and handle objects adroitly — athlete, dancer, surgeon;
- **Spatial**. Able to perceive the world accurately and to recreate or transform aspects of that world — sculptor, architect, surveyor;
- **Interpersonal**. Able to understand people and relationships — politician, salesman, religious leader; and
- **Intrapersonal**. Aware of one's own emotional life as a means to understand oneself and others — therapist, social worker.

Because each student has different strengths and weaknesses in intelligence areas, classrooms and learning activities must accommodate all learning styles.

5. Full-Service Community Schools

The district proposes to implement full-service community schools at certain elementary schools to provide necessary social services for students and families with multiple human services needs. The proposed centers are based on a model developed by Dr. Edward Zigler, the Yale University professor who developed Head Start, and a model being implemented by the State of Kentucky as part of its statewide educational reform effort. Because schools see every child every day, they offer a convenient location to provide health and family support services that are often difficult for the most disadvantaged children and families to obtain.

Full-service community schools bring together the government agencies and non-profit groups that provide health and social services in a local community. These providers

work together with school personnel, parents and community members to identify the needs of the community and how they might best be met. Because needs are identified by the community, the services vary from one center to the next. The centers may include the following:[6]

- full-time preschool child care for two- and three-year-olds;
- after-school child care for children ages four through 12, with full-day child care available during the summer and on days when school is not in session;
- family training programs, including home visits, group meetings, and monitoring child development for new and expecting parents;
- parent and child education, which involves shared learning with children for parents who do not have a high school diploma;
- support and training for day care providers; and
- health service and referral to health services.

6. Research-Based "Charter" Schools

Charter schools, as used in VISION 21, are schools designed by the staff and parents of a community model school based on the notions of a particular community about "what works" in education for better outcomes. The charter school proposal, including research evidence and undergirding theory, would be presented to the superintendent for approval. If waivers of board policy or regulation are needed for implementation, the superintendent could recommend that the Board of Education grant the special waivers. Charter schools, combined with the other community model school choices, have the potential to place the Cleveland Public Schools on the "cutting edge" of what works in education, without requiring that the entire school system be wedded to one model of school reform.

In addition to these schools, the following models have been developed by the Restructured and Transformational Schools Work Team. One model each has been designed for elementary, middle, and senior high.

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[6] Kentucky Education Reform Act (1990) at 52-53.

The Learning Project School

This model for pre-K to grade 5 draws on recent advances in cognitive and developmental psychology and cultural and urban anthropology to prepare students to be self-directed learners and workers. Key elements of the curriculum will be social studies/science and literature organized around central concepts. More traditional subject matter skills in reading, writing, and mathematics will be interwoven. Interdisciplinary approaches and an emphasis on ways of thinking about knowledge will dominate. Hands-on learning will be emphasized not only with computers, but also with well-stocked science labs, animals, musical instruments, and other manipulatives.

The school will have site-based management, with all staff involved in decision making and goal setting under the guidance of a princpal and a master teacher. Teachers will work in multi-age-group teams using the "moving diamond" theory on a two-year cycle, and will act as facilitators conscious of the needs of individual students. Teachers will have much flexibility to change plans and rearrange schedules in order to maintain the program as a thinking curriculum built around students' abilities to use and apply knowledge. Students will have fundamental responsibility for their own learning; report cards will be anecdotal and based on interaction between students and teachers during the assessment process. Standardized report cards will be introduced in the fifth grade, but they will be based on the same cooperative assessment process.

Middle Village — Learning for Life

Based on the Accelerated Schools model, this transformational school for grades 6, 7 and 8 will foster five abilities believed essential for students to become productive, successful citizens in the 21st century. These are the abilities to become:

1) a self-directed learner;
2) a collaborative worker;
3) a complex thinker;
4) a quality producer; and
5) a community contributor.

The school will feature both a multiple intelligences approach and an African centered/multicultural infused curriculum. Academic time will be flexible, with learning emphasizing student production, interdisciplinary instruction, and cooperative learning. School or community service will be a requirement of community learning. Anecdotal report cards will designed by the school. An extended staff role will include advising and mentoring, to provide a sense of family.

Rebuild Cleveland Transformational School

The Rebuild Cleveland model is designed for students 16 and older who have completed at least one year of high school. As a way of learning all academic subjects as well as building trades, students in this school will travel throughout the city to work on such learning activities as painting, making blueprints, and building staircases. Academic subjects will be integrated into the larger schema of rebuilding the city. By rebuilding homes students will gain a sense of ownership in their community as they establish self confidence in their academic abilities. Students in this school will experience the direct relevance of learning to real life.

Academic study will be housed near their work sites. Included in the area of social studies, for example, will be the study of history of neighborhoods, employment patterns, capital investment, labor, the role of government in city life, and gender and race issues. Students' progress and graduation will be based on their setting and meeting a variety of performance objectives.

How Will it Work?

For purposes of student assignment, the plan divides the district into four areas or regions: the southwest, the southeast, the northeast, and the mid-city. Because of the geography of the Cleveland district and its former six clusters, the district will begin implementation with the three geographic areas that appear to be somewhat separate from the main body or mid-city area of the district — the extreme southeast, southwest, and northeast areas. With some modifications, these areas include what have been known as the Collinwood, John F. Kennedy, and John Marshall areas. Implementation will start with these areas because the longest bus rides (in terms of both time and distance) have resulted from mandatory assignment between the Kennedy and Marshall areas. The district will implement the remainder of the plan, which will involve the large, mid-city area of the district, from 1994-95 through 1996-97.

What About Phase One Schools?

Phase One, which was implemented in the fall of 1992, provided new attendance zones for six elementary schools that were "naturally desegregated" in terms of the housing patterns in their immediate vicinity. Stability in assignment was assured in that it was stated that these six schools would not be involved in later phases of the plan, except to be eligible for voluntary access to magnet programs. Their sixth grade classes, however, will eventually be dropped, leaving them in conformity with the district's anticipated K-5, 6-8,

9-12 uniform grade structure. Enrollment data for December 1992 indicate that these schools are within desegregation guidelines approved by the court.

Several educational advantages have also accrued from the Phase One reassignments: (a) full-day kindergartens were part of the package; (b) children were able to attend the same school as their siblings; (c) transportation was either eliminated or the time was shortened so that most students could devote an extra hour or more each day to time on task; and (d) parental involvement with their children's education was enhanced.

Outreach and Marketing Programs

The success of this aspect of the plan will depend, to a great extent, upon how well parents and students understand the range of program options available. The district will provide a variety of information to parents to assist them in making their choices. This information shall include descriptions of programs, test scores, racial and ethnic composition, attendance rates, and suspension and expulsion rates.

To ensure that critical information is communicated to parents, the district has developed a comprehensive marketing and outreach program to provide for equal access for all parents and students regardless of race or ethnicity, educational background, socioeconomic status, gender, or handicapping condition. The district will devote considerable energies and resources to providing information to all students and parents, but particularly to those who historically have not participated in school programs or activities.

One of the key strategies for providing information to parents and students will be parent information centers (PIC). The district will locate these centers strategically throughout the district to ensure that the student recruitment and selection process is accessible. Some centers will be in continuous operation throughout the year. Other centers will be open only during peak application times. In addition, temporary PIC sites will be established in certain neighborhoods during these peak times to provide better access for historically non-participating parents.

Other strategies that will be used to ensure successful implementation of the plan include:

- Printed Information: One of the key strategies will be development and dissemination of a variety of printed information describing both programs and the application and selection process.

- School Fairs. Each November the district will hold a districtwide Select School Fair, which will be a one-stop shopping opportunity. This will be the kickoff to the recruitment and application process. All schools will display their program offerings, and the district will provide information on how to apply for programs. The district also will hold at

least one fair in each region during the peak recruitment and application period. The district will advertise the fairs widely, through such activities as door hangers to invite people to the fairs, print media, and television and radio.

- Parent Hotline. The district will establish a telephone hotline number for information on program offerings.
- Newspaper, television and radio. The media will be used extensively to publicize the recruitment and application process.
- School-Based Efforts. Each principal will have responsibility for developing a marketing effort to recruit students. These may include coffee klatches, open houses, family fun days, etc.
- Parent Networks. The district will utilize existing parent organizations and involved parents to assist in the marketing and outreach efforts.

Exceptional Education

Gifted and Talented Programs

The district will continue operating gifted and talented programs, but will relocate some of these programs in keeping with concepts of equity of access.

Special Education

The district will make every effort to accommodate parents' selections, subject to the Individualized Education Program (IEP) process, the desegregation guidelines of this plan, space availability in the program and school, and state and federal requirements governing special education.

Summary Features

Listed below is a summary of the features of Parental Choice: A Choice Between Quality and Quality.

1. To the extent that it is consistent with the district's desegregation obligations, this plan will increase parental choice in the selection of schools that their children will attend, while ensuring that every child has the opportunity to attend a desegregated school.
2. The plan divides the district into large regions that provide parents the opportunity to select from a wide range of programs at the elementary, middle, and high school levels.
3. The plan recognizes that educational achievement is the district's highest priority and that desegregation is an educational priority.

4. The plan uses a definition of desegregation that is fair to all students and endorses the principle that attending school in a racially and ethnically diverse setting is beneficial to all students.

5. To allow parents to make selections wisely, the district will make available to parents a variety of information about each school, particularly those parents who have not participated in school programs or activities. To do this, the district will use a number of strategies, including parent information centers, school fairs, and the media.

6. Once an assignment has been made, the plan allows students to remain in the same school until they reach the highest grade level at that school. (Exception: students who attend magnet programs that have multiple sites serving different segments of the district could attend another site after moving within the district.) This feature provides students with stability and continuity in educational programs.

7. The district will move to a uniform grade structure, recommended to be pre-K-5 or K-5 (elementary), 6-8 (middle), and 9-12 (high school). This will apply to virtually all schools, including magnet schools and programs.

8. The district will ensure equitable access for all students by strategic placement of magnet and other unique programs throughout the district.

9. To the extent that it is educationally sound, the district will provide feeder schools for magnet programs to ensure continuity of these K-12 programs.

10. The district will implement total school magnets at the elementary level. In most instances, the district will operate school-within-a-school magnets at the middle and high school levels.

11. To the extent that it is economically feasible, the district will replicate magnets and other unique programs for which current demand exceeds capacity.

A Final Word

A paradigm shift in thinking is necessary for one to thoroughly understand and appreciate this new approach to student assignment. Its focus is on sound educational models and choices rather than on transportation. In many regards, the term student assignment fails to capture the power of the new plan. Assignments will continue to be made, of course, but the basis of those assignments will be responsible and well-informed choices made by parents residing in each of the four regions. Yet the carefully crafted plan has built-in controls to assure and to demonstrate that desegregation continues to be an educational priority as well as a legal requirement.

IV. Where to Begin: Priorities for Change

Systemic Change Priorities

Introduction

Americans have been discussing (and sometimes implementing) school reform and/or school restructuring at least since the 1983 publication of *A Nation at Risk*: *The Imperative for Educational Reform*. Perhaps the prominence of reform, both in the literature and in practice, best illustrates the critical need to reexamine America's system of education — a system that has changed little over the last century despite formidable shifts in this country's economic, business, and social structures.

VISION 21 is a restructuring of the Cleveland City School District. It is deeper than reform, which implies a modification of what exists. Rather, restructuring represents a new vision of education in Cleveland. It symbolizes a willingness to begin from the desired outcome — quality education for all students — and to fashion a new system designed to produce that outcome.

VISION 21 incorporates local, state, and national reform initiatives. (See matrix, "Correlation of VISION 21 with Local, State and National Initiatives," Appendix A.) One common thread of many reform efforts is to encourage all members of the community to join in putting together a shared vision that will guide education improvement efforts. VISION 21 represents the thinking of the Cleveland community on the schools it wants.

The actions and systemic changes called for in this plan will demand extensive time, effort, expertise, and resources for full implementation. All of these factors are within our reach by the year 2000, if we but have the will and the persistence to attain our vision. Despite our sincere desires, our best intentions, and the urgency of our situation, we cannot do it all at once. We must establish priorities, and we have done so.

Change in education has traditionally been project based, with a narrow focus on solving specific problems. For example, when a whole system is perceived to be working well but a number of good teachers are retiring, traditional change dictates that a project of inservice training and professional development be instituted to ensure the performance of new teachers. When the curriculum in a specific content area is found to be out of sync with expected outcomes, the traditional response has been to mount a curriculum development project to address the identified need.

In Cleveland's schools, problems have progressed to the point that project-based approaches are no longer adequate. Most who have studied these problems have concluded that the system is trapped in dysfunctional ways of operating. As a result, the entire system must change if its outcomes are to improve. Fundamental new approaches and beliefs

concerning the way we do business must be set in place. Such systemic change requires that critical operational elements within the district change together. Isolated, problem-specific changes no longer provide likelihood for success.

With so much change ahead of us, it is essential that the district set priorities to guide the order of events. We must determine which changes are most important, and which changes will lay the groundwork for further adjustments.

First and foremost, we must undertake with serious energy, purpose, and resolve to eliminate once and for all any perceived remainders of past discrimination. This will be done by implementing the Core Enhancement Program to ensure that all students, and particularly African-American students, have adequate and equitable opportunity to learn. Secondly, with reference to the Comprehensive Core, we must begin with changes that are of a systemic nature and likely to have significant and long-lasting positive effects for all children. These two priorities will be the crux of districtwide reform over the next several years. At the same time, however, we anticipate that progress will be made within every area of the Comprehensive Core program as these reforms will provide direction and guidance for decision making and for targeting of resources in those specific areas. Additionally, not every quality improvement requires new resources; some quality improvements require only that we believe and think differently about schooling and then act accordingly.

Six Systemic Change Priorities

Reform Goal: Ensure that virtually every child learns to read during first grade, thereby beginning his/her school career as a successful and confident learner.

Systemic Change Priority: There will be an immediate and fundamental shift in emphasis from failed attempts at remediation to successful efforts to prevent early school failure.

Action Steps:

- Provide through Cleveland Public Schools or other qualified preschool providers, a developmentally appropriate pre-school program to all four-year-olds scheduled to enroll in the Cleveland Public Schools.

- Provide a developmentally appropriate full-day kindergarten to all Cleveland Public Schools kindergarten-age students.

- Provide all first grade students with a reading approach backed by research evidence that vouches for its effectiveness. We know what works. All such

reading approaches include one-to-one tutoring during first grade for all students who need it.

- Actively engage all families of four-, five-, and six-year-olds in the early school success initiatives. Included in this effort will be parental/school compacts which will briefly spell out parental and school responsibilities and seek family parent/guardian commitments to 95 percent or better attendance for children involved in this no-fail initiative.

- Involve teachers and principals at each site in determining a flexible grouping and school organization plan for the primary grades reading/language arts block that will reduce the need for long seatwork periods. Research says that desk work and seatwork yield little, if any, academic learning.

- Immerse primary-grade children in reading and writing activities, utilizing the social studies, health, and arts curriculum areas as vehicles and further opportunities to learn and use language.

- Reconfigure and retarget human and financial resources to reflect the increased emphasis on prevention of school failure. To the extent allowed by federal law and regulation, restructure all federal and state programs for disadvantaged children to focus on early success for all.

Reform Goal: Dramatically improve the academic performance of Cleveland Public Schools students as measured by the Ohio Proficiency Tests and other measures of academic performance.

Systemic Change Priority: The Cleveland Public Schools must accept the major responsibility for the academic performance of its students and resist the compelling temptation to blame student performance, or lack thereof, primarily on factors beyond the schools' control. Once such a shift in thinking has been made, educators can focus their primary activities on providing adequate opportunity to learn. If our students are to have a reasonable chance to perform at expected levels, our first step must be to align the written, taught, and tested curriculum.

Action Steps:

- Working with schools and the Center for School Improvement, the central office must move quickly and deliberately to align our curriculum and classroom instruction with what is tested. Research has clearly demonstrated that "aligned instruction routinely generates positive effects on student test score performance and to an extent which far exceeds other popular reform initiatives and programs." [1]

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[1] Alan S. Cohen, "Instructional Alignment: Searching for a Magic Bullet," *Educational Researcher* 16 (November 1987): 16-20.

- Establish instructional alignment as the highest priority of the Center for School Improvement. With the extensive involvement of teachers and principals, the center will use research that shows large gains from aligning assessment with both content and instruction.

- Align all curriculum areas perfectly with national and state standards and curricular frameworks in areas where they exist. It has been said that lack of excellence in American schools is not caused by ineffective teaching, but mostly by misaligning what teachers teach, what they intended to teach, and what they assess as having been taught... in general, most teachers are effective, but usually at the wrong things.

Reform Goal: Create by the year 2000 an entire system of schools that routinely work and work well for all of our children. In such schools, excellence and equity will be inseparably intertwined and virtually all students will be successful learners as measured by a set of predetermined outcome indicators.

Systemic Change Priority: Begin immediately the real work of authentic reform by establishing a group 10 to 12 Vanguard, or standard-bearer, schools. Each school in the Vanguard group will have a leadership team comprising administrators, teachers, parents, students, and community leaders. This committee will ensure equality of opportunity for all learners and will accept responsibility for the quality of education provided. School teams will provide the leadership necessary to transform each school culture, continually identifying, dismantling, and abandoning those things that work against success for students. A Vanguard school may be any magnet or community model school that wants to lead the way in authentic transformation.

Action Steps:

- Develop a process for selecting Vanguard schools and establishing their purposes.

- At no cost to the district, enter into an agreement with the non-profit Community Training and Assistance Center in Boston, Massachusetts (CTAC) to provide technical assistance, thereby increasing the school district's capacity to reform itself.

- Establish a Vanguard School Linkage Network to assure that Vanguard schools are not perceived as "model" or "pilot" schools, but as schools that are leading and learning reform lessons from which all schools will benefit as the district seeks to establish an entire system of schools that routinely work for all of its students.

- Design a communications initiative to help the public understand the extent and nature of the change that must occur in schools if we are to have the schools Cleveland wants. Both the public and the staff must begin to understand that in some cases new programs must take a back seat to new thinking about schools

and about the changes in infrastructure that are necessary to make them effective. We must help the entire community to see the need to move away from the ineffective hierarchical structures of yesterday, to a school structure and culture that promotes critical, collaborative, and nontraditional relationships among staff and between school and community.

Reform Goal: Ensure that all high school students enroll in a challenging academic core that will enable them to compete successfully after graduation from high school.

Systemic Change Priority: Eliminate the "general track" as an option for high school students. Require all students to prepare for one of the following: a four-year college program, a two-year associate degree program at a community college or a technical school, or a high-level vocational program leading to a licensed apprenticeship program after high school.

Action Steps:

- Define the three program options leading to college prep, tech prep, and apprenticeship programs.
- Include algebra in all three programs, recognizing that algebra is a gatekeeper course to future opportunities. Develop a local assessment in algebra to determine the degree to which basic algebra competencies have been attained.
- Increase the uniform graduation requirements to reflect what students need to be successful at the next steps beyond high school. As a minimum, set new graduation requirements at the level recommended by the State of Ohio. [4 English; 4 social studies; 2 science; 3 math; 1/2 health; 1/2 physical education; 1 fine arts; 6 electives]
- Assume that the majority of students are able to do college level work if they are adequately prepared through proper course work, effective instructional strategies, homework, and family support. Consequently, most students should be automatically enrolled in the courses they need to pursue education beyond high school. The district should require parents to "opt out," rather than allowing students to "opt in." Equitable opportunity to learn should not be left to chance, but should be built into an equity infrastructure.

Reform Goal: Ensure that all students enjoy the benefits of a stable school environment that minimizes the disruption caused by changes in school assignments.

Systemic Change Priority: Begin immediately to implement throughout the district a uniform grade structure that more adequately meets the developmental and educational needs of students. This change will significantly enhance stability and increase student performance in those areas detrimentally affected by frequent school changes.

Action Steps:

- Implement a revised student assignment plan consistent with a uniform grade structure (K-5, 6-8, 9-12).
- Develop a revised magnet school program that is consistent with the new grade structure and that is based on successful programs and schools currently in place.
- Establish schools at grades 6-8 that reflect a true middle school philosophy. These schools must be child centered, demonstrate an increased emphasis on the developmental needs of the students, and employ research-based instructional strategies in an effort to ensure student success in school.

Reform Goal: Improve dramatically the learning climate in each school to ensure that students and staff enjoy the benefit of a safe and secure environment.

Systemic Change Priority: Begin immediately to develop in each school the capacity to establish and maintain a secure environment. Thinking must shift from a belief that external assistance is needed to ensure safety to a belief that the students and staff at each school have the skills and ability to control their environment.

Action Steps:

- Adopt districtwide the Discipline Mission Statement developed by the 1990 Discipline Task Force.
- Establish at each school a discipline committee comprising representatives from each employee group, parents, and students.
- Provide appropriate staff development and training to each school discipline committee to build an internal capacity for leadership in maintaining safe and secure sites.
- Provide student leadership and conflict resolution training that will empower students with the necessary life-long skills for self-discipline and responsibility.
- Develop and monitor annual, needs-based school discipline plans, requiring approval by the appropriate assistant superintendent.
- Pilot in selected schools the STAR (Straight Talk About Risks) curriculum, which is designed to reduce violence in schools.
- Cooperate with the research and pilot efforts currently being conducted by the Gun Safety Institute designed to change student attitudes and behaviors about guns and violence.

V. Appendices

Appendix A

CORRELATION OF VISION 21 WITH LOCAL, STATE, AND NATIONAL INITIATIVES

While uniquely designed by and for the Cleveland community, VISION 21 supports the initiatives proposed at the national, state, and local levels. The attached matrix lists the initiatives proposed by four important sources, and indicates which of the three components of VISION 21 (the Comprehensive Core, Core Enhancements, or Quality Choices) support the initiatives.

The seven goals articulated by the Cleveland Summit on Education were a major consideration in forming VISION 21. The Comprehensive Core addresses all of these goals, while Core Enhancements and/or the Parental Choice components support the improvement of academic achievement, early childhood development, improvement of communications, and the expansion of opportunities and resources.

Ohio 2000 and *America 2000* have six identical goals, all of which are supported by one or more of the VISION 21 components. For example, all three of the components should result in a higher graduation rate (goal 2 of Ohio 2000/America 2000).

Education for Results has six recommendations for educational improvement. Cleveland's VISION 21 implements all six of these recommendations. For example, the establishment of higher expectations for students and staff is a cornerstone for our vision.

A Nation at Risk: The Imperative for Education Reform has been the driving force behind all of the initiatives proposed in the 1980s and 1990s. The basic tenets expressed in this document are still timely and are reflected throughout VISION 21.

Education That Works: An Action Plan for the Education of Minorities (product of the Quality Education for Minorities Project, January 1990) articulates six goals that address the needs specific to improving education for minorities. VISION 21 includes strategies that move the district toward attainment of all these goals. For example, all three VISION 21 components promote the increased enrollment of minority students in higher-level mathematics and science courses, thereby increasing the likelihood that minority youth in Cleveland will pursue higher education.

Appendix A

CORRELATION OF VISION 21 WITH LOCAL, STATE, AND NATIONAL INITIATIVES

NATIONAL, STATE, AND LOCAL REFORM INITIATIVES	COMPREHENSIVE CORE	CORE ENHANCEMENTS	PARENTAL CHOICE
Cleveland Summit on Education: 10-Year Goals			
Ensure that students participate in a learning environment responsive to needs, abilities, and expectations and inclusive of international standards.	X	X	X
Create an alliance between parents/guardians that will be the primary driving force in education.	X	X	X
Involve children from birth to age 8 in comprehensive, developmentally appropriate, and coordinated care with educational, health care, social services, and parental support.	X	X	
Develop frequent, accurate, effective interactive communications with stakeholders, both internal and external to the Cleveland Public Schools.	X		X
Use school buildings as community assets, open year round for extended hours, integrated fully into the community, and delivering high quality community-based programs for all age groups.	X		X
Achieve a unified and comprehensive operating partnership between the school district and public/private human service providers.	X		X
Ensure that every school has the authority and responsibility to be a child-focused, locally managed community entity to maximize student achievement.	X		X
Ohio 2000 and America 2000			
Ensure that every child starts school ready to learn.	X	X	
Raise the high school graduation rate.	X	X	X
Ensure that students show competence in core subjects.	X	X	X
Make our students first in the world in math and science.	X	X	X
Ensure that all adults are literate and have the skills to compete in a global economy.	X		
Free schools of drugs and violence to encourage learning.	X		
Education for Results: Ohio House Bill 152			
Establish higher expectations for teaching and learning.	X	X	X
Expect accountability for results.	X	X	X
Provide supportive services for students, families, and schools.	X	X	X
Promote innovation, site-based decision making, and integrated service systems.	X		X
Encourage life-long learning.	X	X	X
Provide access to quality schools, teachers, and outcomes.	X	X	X

Appendix A

CORRELATION OF VISION 21 WITH LOCAL, STATE, AND NATIONAL INITIATIVES

NATIONAL, STATE, AND LOCAL REFORM INITIATIVES	COMPREHENSIVE CORE	CORE ENHANCEMENTS	PARENTAL CHOICE
A Nation at Risk: Recommendations			
Content: Strengthen local high school graduation requirements.	X		
Standards and Expectations: Adopt more rigorous and measurable standards and higher expectations for academic performance and student conduct.	X		
Time: Devote significantly more time to learning the New Basics, requiring more effective use of the existing school day, a longer school day, or a lengthened school year.	X	X	
Teaching: Improve the process for preparing teachers and make teaching a more rewarding and respected profession.	X		
Leadership and Fiscal Support: Hold educators and elected officials responsible for providing leadership and have citizens provide fiscal support and stability necessary to implement reforms.	X	X	X
An Action Plan for the Education of Minorities: 10-Year Goals (From *Education That Works*, Quality Education for Minorities Project, January 1990)			
Ensure that minority students start school prepared to learn.	X	X	
Ensure that academic achievement of minority youth is at a level enabling them to enter the work force or college prepared to succeed.	X	X	X
Significantly increase the participation of minority students in higher education, emphasizing mathematics, science, and engineering.	X	X	X
Strengthen and increase the number of teachers of minority students.	X	X	
Strengthen school-to-work transition so that minority students entering the work force after graduation have skills to participate productively and the foundation to acquire more skills.	X	X	
Provide quality out-of-school experiences and opportunities to supplement schooling of minority youth and adults.	X		

Appendix B

MODELS FOR CORE ENHANCEMENT

Reading Recovery

Reading Recovery is an early intervention reading program designed to help children who are at risk of failure in their first year of reading instruction. The program involves a year-long training program for teachers to ensure its correct implementation. When implemented, teachers administer individual diagnostic procedures to identify children in need of special help in reading and then provide intensive daily one-to-one instruction for these students.

Research has shown that this program, which is currently in operation in 10 schools in Cleveland,[1] is one of the most successful early intervention programs. Based on studies in Ohio and in other school districts throughout the country, the Ohio State Department of Education is advocating that Ohio school districts use this model to prevent early reading failure.

Prevention of Learning Disabilities

The Prevention of Learning Disabilities program focuses on the prevention of early reading failure through the use of certified teachers for one-on-one tutoring. The program attempts to improve general reading skill during the two-year program, which begins in first grade. Certified teachers work individually with each student to identify specific deficits that hinder the child's ability to read. Research in the area of early intervention programs indicates that the largest and longest-lasting effects have been found for programs that use teachers as tutors.

Success for All

Created by Dr. Robert Slavin of Johns Hopkins University, the program operates on the following premises: the best time to ensure future school success is in the primary grades; it is necessary to be responsive to children's needs for additional instruction; and, the use of school resources, personnel, and instructional time need to be thought about creatively. The goal is to have all children reading at grade level by the third grade with no retention or special education referrals for reading difficulties.[2]

Success for All focuses on the primary grades and includes full-day kindergarten. The major feature of this program is a core reading and language arts curriculum that regroups students across grades by ability level. A 90-minute reading session includes tutors to reduce class size and allows additional assistance for students with difficulties. Activities such as reading to other students, teachers, and family members, group story reading, and question-and-answer games about reading make students active learners and help strengthen vocabulary and comprehension.

Parental involvement is a key component of this program. A reading assignment is sent home each night with a checklist for the parent to fill out. Workshops are held during the school year to teach parents how to help their children with homework. A family support team that encourages parental involvement, nutrition, and health is available to address outside concerns that may interfere with a child's ability to learn at school.[3]

The Baltimore City School District has the largest and longest-running Success for All program. A number of school districts throughout the country have implemented similar programs. According to studies done on children who participate in these programs, students in the first grade are an average of three months ahead of their counterparts in reading; by the third grade, such students are eight months ahead of their counterparts.[4]

Research on the Success for All program has found that it has substantial positive effects on reading achievement at all grade levels, especially for first graders and for low achievers. The program has also markedly reduced special educational referrals and retentions.[5]

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[1] These schools are Alfred A. Benesch, Anton Grdina, Hicks Montessori, Louis Pasteur, Marion Seltzer, Miles Park, Miles Standish, Rockefeller Fundamental Center, Tremont, and Willow. See *Ohio's Reading Recovery Program*, (1992); Deford, D.E., Lyons, C.A. & Pinnett, G.S., *Bridges to Literacy: Learning from Reading Recovery*, Portsmouth, N.H., Heinemann (1991); Clay, M.M., "The Reading Recovery Program, 1984-88: Coverage Outcomes and Education Board District Figures," *New England Journal of Educational Studies*, 25: 61-70 (1980).

[2] R. Allington, "Literacy for All Children: How to Get Information on Several Proven Programs for Accelerating the Progress of Low-Achieving Children," *The Reading Teacher*, 46: 246-247 (1992).

[3] J. Shaheen, "New Directions in Special-Needs Schools," *New York Times*, January 17, 1992, New Jersey Weekly Desk, at 1

[4] S. Chinn, "New Head Start Studies Raise Question on Help: Should Fewer Get More?" *New York Times*, March 4, 1992, at B6

[5] R.E. Slavin, N.A. Madden, N.L. Karweit, B.T. Livermon and L. Dolan, "Can Every Child Learn: An Evaluation of 'Success for All' in an Urban Elementary School," *Journal of New Education*, 58: 357-366 (1989).

Appendix C

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